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The following two articles constitute the sixth in a series of reports on progress in implementation of the "Framework for Public Education in California."

Since the "Framework" is a body of general principles covering the entire range of public education, it must be interpreted in the form of specific action programs for different levels and different fields of specialization. These two articles show how the "Framework" is being put to practical use in specific situations in two fields of vocational education.

HOW GUIDANCE SERVICES HELP MAKE THE "FRAMEWORK" PRINCIPLES EFFECTIVE

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A Framework for Public Education in California,¹ prepared by a state-wide committee and published in November, 1950, sets forth the purposes and principles which underlie the current emphasis upon the improvement of the programs of California's public schools. The statement outlines the general characteristics of a school program that will aid individuals in achieving responsible citizenship, full development of their personal capacities, ability to handle problems of human relationships, and efficiency in the economic aspects of their lives.

The development within a specific school of the type of program which is based upon the principles outlined in the Framework involves much attention to the needs, characteristics, goals, and achievements of individual youngsters. Carefully planned guidance services and activities are an essential feature of such a program. The Framework stresses the importance of guidance in the following manner:

Schools recognize that they should serve all of the children of all of the people. At the same time, they accept responsibility for providing a program that will develop to the fullest extent the capacities of each individual. Each school, then, must develop an organized plan for obtaining information about each individual which will give to the school staff a working picture of his personal capacities, his stage of progress in many different areas, his personal adjustment problems, his interests, and his ambitions. Each member of the teaching staff must also develop certain guidance skills, and the services of staff members who have specialized training in certain areas of personnel and guidance work should be available.²

¹ *A Framework for Public Education in California*, prepared by the California Framework Committee. Bulletin of the California State Department of Education, Vol. XIX, No. 6, November, 1950.

² *Ibid.*, p. 38.

School systems and individual school staffs throughout California have been endeavoring to develop the kinds of guidance services that will make possible the types of school programs envisioned by the Framework. Typical examples of specific activities undertaken are summarized briefly in the following paragraphs. They are intended to show how concepts can become realities and to serve as illustrations of good practices.

TRAINING OF GUIDANCE WORKERS

Guidance programs in individual schools improve as administrators, teachers, and counselors and other guidance specialists improve their abilities to understand and meet the needs of the individuals whom they serve. Numerous staff members from California schools have been benefited from recently developed opportunities to secure further training in guidance work.

For the past three summers, Chico State College has held special workshops in counseling and guidance that have been attended by elementary and secondary teachers, counselors, and principals. A few parents from the Chico area have also participated. The workshops were aided financially by the Rosenberg Foundation for the first two summers but are being continued as a part of the regular college program. Special courses in guidance have been added to the college curriculum. Library resources have been improved, and needed facilities for teaching interviewing and testing skills have been provided on the campus. Programs of a similar nature, all with support originally from Rosenberg funds, are being carried on at Occidental College, Fresno State College, San Diego State College, and San Francisco State College.

In several counties and cities, school administrators have given special attention to the development of in-service education activities intended to aid school staff members in the improvement of their guidance skills. The Los Angeles city schools districts have carried on several kinds of in-service programs. For five years the Advisement Service staff of the Los Angeles public schools has conducted summer workshops in guidance for teachers and counselors.¹ Other workshops have provided opportunities for counselors to gain actual experience in working on various jobs in business and industry. During the present school year, Bakersfield Junior College has instituted two new procedures for assisting faculty members to discharge their guidance responsibilities. Each week for ten weeks a half-hour faculty meeting has been devoted to the discussion of one of the tests used regularly for counseling purposes. Twice each month the twelve staff members having special counseling responsibilities meet with the director of guidance and testing to discuss problems and procedures.² Extensive child-study group programs have been developed in

¹ *Fourth Annual Guidance Workshop, Summer 1950*. Publication No. 524. Los Angeles: Division of Extension and Higher Education, Los Angeles City School Districts, June, 1951.

² Ralph Prator, "The Counseling-Guidance Plan at Bakersfield College," *California Journal of Secondary Education*, XXVI (December, 1951), 426-29.

Los Angeles and San Diego counties and in the Long Beach and Pasadena public schools during the past two years.

These and similar activities carried on in many places throughout the state are contributing toward the improvement of the guidance services provided in individual schools to children, youth, and adults.

CO-OPERATIVE PLANNING AND EVALUATION

The Framework places emphasis upon the desirability of carrying on planning and evaluation in such a way that the best interests of individuals of all ages and grade levels are given proper consideration. The guidance council of the Vallejo Unified School District provides an example of how such co-operative planning and evaluation can be carried on in a city district. The council is composed of representatives from the elementary and secondary schools, the district administration, and the guidance office. It meets regularly as a planning and policy-recommending body, forms subcommittees to study specific problems, reviews the recommendations of the subcommittees, and frames suggestions to the superintendent and the director of guidance regarding the improvement of guidance procedures and practices. School personnel are kept informed of the matters discussed at each meeting through a newsletter published by the guidance office. The newsletter also carries full reports on the results of tests administered in the various grades including local norms and suggestions in regard to the proper interpretation of test scores.

In certain counties, representatives of schools in separate districts plan guidance activities co-operatively in county guidance committees. Such a committee has been active in Riverside County for several years. Its membership includes both elementary and secondary school personnel, and projects have included the development of a county guidance handbook and the study of youth who drop out of school before graduation from the twelfth grade.¹ The committee is now undertaking a study of procedures through which potential drop-outs can be recognized and helped to remain in school.

Identifying Students' Problems

The Framework stresses the necessity of discovering and serving the individual needs of students, of applying to school practices the principle of adjustment to individual differences. One junior high school found out what adolescents really worry about by giving them an opportunity to list, anonymously, any personal problems or concerns they might have. The students responded by naming some 1,400 problems, covering a wide range of adolescent concerns, or an average of two for each pupil in school. These statements later formed the basis for intensified school efforts to provide group and individual help for those pupils who wished

¹ *A Handbook for the Guidance of Children and Youth*, prepared by the Elementary and Secondary Guidance Committee. Riverside, California: Office of Riverside County Superintendent of Schools, 1949.

to talk over their problems with sympathetic adults or in groups of their peers.¹

A more intensive and extensive "problems" survey covered 682 seniors in 26 representative high schools in California. This study revealed what problem areas are most critical to high school seniors, where they sought help in solving them, and what problems these same students had had when they were sophomores and juniors.²

Such research as this can give educators not only a greater insight into the actual problems of their students but also helpful suggestions for improving the educational program.

UNDERSTANDING INDIVIDUAL STUDENTS

Attainment of the Framework objective of "full realization of individual capacities" depends first of all upon having some estimate of the individual's capacities. Data from psychological tests have limited value unless they cover several personality characteristics and unless they are available to and understood by all staff members. In recognition of these facts, the psychological testing service at Stockton Junior College, for example, enables all instructors to acquire objective data on a given student's personality, interests, aptitudes, intelligence, and achievement in various subjects. It provides a 48-hour service on IBM answer sheets for teacher-made tests and offers any staff member professional help in constructing such tests and in using standardized tests to best advantage. The end result is that teachers not only know their students better but also, due to time saved in grading tests, have more time free to work with individuals.

The following six-point testing program developed at El Monte High School provides another illustration of the scientific approach to understanding students' strengths and weaknesses. All counselors and teachers share in this program.

1. *The Eighth-Grade Survey.* Scholastic aptitude and achievement are appraised using the California Test of Mental Maturity and the Progressive Achievement Tests, in co-operation with elementary schools in the district.
2. *Ninth-Grade Survey of Interests.* The Occupational Interest Inventory is given and the results are used in connection with the unit on vocations in Social Studies I and in preparation for registration for the sophomore year.
3. *The Tenth-Grade Survey.* Scholastic aptitude and reading tests are used (the California Test of Mental Maturity, advanced battery, and the Progressive Reading test).

¹ Olive Yoder Lewis, "Problems of the Adolescent," *California Journal of Secondary Education*, XXIV (April, 1949), 215-21.

² Lucile H. Williams, "Problems of California High School Seniors," *California Journal of Secondary Education*, XXIV (February, 1949), 73-78; "Their Problems Come with Them," *California Journal of Secondary Education*, XXIV (November, 1949), 422-27.

4. *Individual Testing.* A battery of individual tests is available upon request.
5. *"Pick-up" tests* are given to all new students the week before school opens and again one month after school starts.
6. *Departmental Testing*, according to need. Nonstandardized teacher tests will be machine scored upon request.

Many schools within the state are making increased use of recently developed batteries of aptitude tests. The Differential Aptitude Tests have been used extensively by the Vallejo Unified School District and by the high schools of Orange County, for instance. The General Aptitude Test Battery of the United States Employment Service has been administered to groups of twelfth-grade students in many high schools in co-operation with the California Department of Employment.

But the task of helping each student fully to realize his own capacities depends upon much more than an efficient testing program. It requires a variety of services and it requires teamwork. This was recognized by the faculty of the Harry Ells Junior High School in Richmond. In a recently prepared guidance handbook, they stated, "An effective guidance program requires the teamwork of teachers, counselors, and administrators. Such co-operation can be achieved only when all staff members understand the school's plan for guidance."¹ To promote this understanding, a carefully prepared statement of official policy was distributed, designed (1) to show the interrelationship of the services provided to the individual pupil; (2) to provide a definite plan of action for the school counselors; and (3) to serve as a means of acquainting the teachers with the guidance services available within the school.

This teamwork concept also is being developed in numerous school systems through the use of faculty guidance committees or councils, guidance bulletins, and newsletters, and through a planned program of evaluating and improving instruction and guidance practices.

ORIENTATION SERVICES

In the section on "Challenges to Further Action," the Framework declares that "in order to provide uninterrupted, continuous guidance for young people, the various organization units in our school system need to find ways to work together more closely."² One of the most effective ways—but by no means the only way—of doing this is through well-organized orientation programs. At Santa Ana Senior High School, for example, a faculty committee carried out a suggestion made by the principal that a motion picture would be a good way of telling new students and the community in general about the school and its program. Deciding

¹ "Guidance Organization and Program of Harry Ells Junior High School, Richmond, California." 18 pp. (mimeographed).

² *A Framework for Public Education in California*, p. 36.

to use students as the principal characters and the student body as a background, the committee worked out a scenario with commentary-type dialogue, secured the services of a local photographer and a sound engineer, and set out to make a 20-minute color film. A full school year was required to complete the undertaking but the results were well worth the effort. The film has had wide use and has met with enthusiastic response not only on the part of incoming students but in the community as well. The action concerns a senior and a sophomore on a trip through the school. Classrooms in all departments, shops, and physical education facilities are visited. Through a series of "flash backs" the senior describes various school activities in which he has participated, and his "girl friend" tells about girls' activities. The commentary stresses the importance of each phase of school life and the value of individual participation in the activities that make up the program of a modern high school.

Eighth-graders, from small rural schools especially, may find high school a confusing experience unless someone gives them a "helping hand." To help meet this problem, the counseling and the public relations departments of Tulare Union High School have developed a series of orientation activities. The first step is a visit by two high school representatives to all eighth-grade classes in the area. Colored 35-mm. slides depicting all phases of the high school are shown. Experience has shown that the typical freshman-to-be is most interested in what he will face early in his high school career and that he feels he can cope with later events once he knows what is expected of him at the beginning. So the slides now deal with the first days at school, what students do, and where they go. New pictures are taken each year in order to include eighth-grade graduates of the previous year; in this way, the incoming students see pictures of their friends, people well known to them, apparently at home in this new situation. They are helped to see that what others have done, they can do, too.

After the pictures have been shown, the counselors describe briefly the school's offerings and requirements, point out opportunities to prepare for different fields of work, and suggest things students should consider before choosing a course of study. At this point the counselors stress the importance of knowing one's own abilities and interests and of seeking assistance from their eighth-grade teachers and from their parents before making their decisions. Next follows a question-and-answer period, which the counselors feel is most helpful in clearing up doubts and relieving anxieties.

About two weeks later, after the students have had time to think over what has been discussed and to talk with their teachers and parents, the freshman counselor returns to the school and with the assistance of the eighth-grade teacher helps the students to plan individual programs for the next year.

How well is this plan working? School officials report that incoming students like it and recommend its continuance; that fewer changes of programs have been made since this system went into operation, and students seem to adjust more readily to the demands of high school life; and that a majority of the new students *now* come voluntarily to the counselors' offices when they need help.

CONTRIBUTING TO ECONOMIC EFFICIENCY

Historically, school guidance services have made a major contribution in the area of economic efficiency or vocational adjustment. Guidance personnel have long recognized that if the student is to "understand the requirements and opportunities for various jobs; select his occupation and prepare for it,"¹ he will certainly need specialized assistance. Numerous activities and programs could be cited whose purpose is to help students assess their potentialities, become familiar with occupational trends, requirements, and opportunities, and make realistic plans for preparing for and entering upon vocational life. There is space here, however, for only a few brief descriptions.

A follow-up study of the class of 1948 in nine high schools in the city of Los Angeles was undertaken to discover, among other things, how effective had been the vocational guidance and training services in the opinion of the graduates themselves. Their responses revealed that with respect to their post-high school employment insufficient planning and thought had been given to the first job placement; that they needed more acquaintance with "job families" in order to seek employment in jobs related to their ultimate goal; and that "senior problems" classes should stress more the fact that in comparison to the commercial, social, and mechanical fields, the professions offer a limited number of opportunities for employment. It was especially significant that these former students felt that each teacher has an opportunity to serve the student in curricular, vocational, and personal matters and teachers should have in-service training to acquaint them with their functions in assisting students to make educational-vocational plans.

A co-operative venture in which both school and community worked together for the welfare of youth was carried on in Colusa County. Although the project was financed by the Rosenberg Foundation, its main features could be duplicated by any interested school and community group without the services of a full-time paid co-ordinator. Assignments were undertaken by nine committees composed of educators and lay citizens. Each committee devoted itself to a particular aspect of youth's life. The work of the committee on economics was typical. A dozen businessmen met with educators to see how the curriculum could be modified in order that students might be better prepared for participa-

¹ *A Framework for Public Education in California*, p. 7.

tion in economic life. They examined the community to see whether the graduating students would find maximum opportunities there. Businessmen who reported on a questionnaire that the schools were failing in several ways made suggestions for improvement. Out of this developed a more effective school counseling service, an orientation unit for freshmen, vocational study classes for seniors, inclusion of community speakers and field trips in all social studies courses, and the establishment of an effective "junior employment service" involving the high school, the county superintendent of schools, and the farm labor office. Realizing that they were failing to absorb young people into their employment, the businessmen agreed upon better methods of dealing with new employees and sponsored an adult education course in business methods. This course was attended by large numbers of both employers and employees and in the words of the local newspaper "marked the beginning of a new spirit in Colusa." The project committees urged the local chamber of commerce to promote the development of business opportunities and better housing for Colusa. As a result, major steps have been taken in both of these areas. Less tangible results include an understanding attitude on the part of many businessmen toward the school and a deeper realization on the part of students of the good life possible in their home town.

Fillmore Union High School, with the assistance of a community-school committee including representatives from civic groups and the city council, recently developed a new type of career day program. Instead of hearing speakers at the school, students were placed on jobs with business and industrial firms for one day. Careful preparations were made for these placements and each student was responsible for preparatory interviews with his "employer." Both students and employers considered the day's program successful and recommended that it be continued.

Many additional examples could be cited of the specific ways in which guidance programs in schools throughout the state are being strengthened. Much attention is being given to the careful evaluation of already existing services. More staff time is being devoted to studying and working with individual youngsters. Teachers and specialists are better trained in guidance skills and techniques. Schools and other community agencies are working together more closely. Data concerning the characteristics and needs of children and youth are being used more widely in planning classroom activities and in developing curriculum programs. These and similar developments are evidence of steady progress toward the translation of Framework principles into specific activities which influence the educational experiences of children, youth, and adults.

PROGRESS IN BUSINESS EDUCATION IN IMPLEMENTATION OF "THE FRAMEWORK"

Prepared by the Staff of the BUREAU OF BUSINESS EDUCATION

BUSINESS EDUCATION IN THE SCHOOLS

The business education program of the public schools of California serves the needs of youth and age—from the boy or girl in the junior high school who already has business dealings and is starting to think about his vocational plans to the oldest adult who desires to learn how to use wisely the services and goods offered by business. The program also gives training to the business and government employee as well as to the young man or woman in junior college preparing for a business career.

Education for business includes a variety of subjects. The list is flexible, adaptable to change, and is geared to meet the needs expressed by citizens, the demands of business, employment conditions, and the plans of students. Business courses are offered in junior high school, senior and four-year high school, junior college, classes for adults, state college, and state university.

Business education has always strongly emphasized one of the purposes of education in California stated in the Framework,¹ namely, the objective of economic efficiency. Historically, the sole purpose of business education was to prepare students for employment in business. Slowly, but with ever increasing momentum, business education has progressed to include other objectives. Today the objectives of civic responsibility, of full realization of individual capacities, and of human relationships are recognized in business education as being of importance equal to that of the objective of economic efficiency. The following information about the current programs of business education² in California reflects the progress that is being made toward the implementation of the Framework.

PRESENT PRACTICES IN BUSINESS TRAINING

Reports on vocational business curriculums in the secondary schools of California list courses in accounting, advertising and selling, air transportation, banking and finance, general business, general clerical work, insurance management, merchandising, office machines, real estate, retailing, secretarial work, small business management, and many others, including some that involve subjects taught in other departments, for

¹ *A Framework for Public Education in California*, prepared by the California Framework Committee. Bulletin of the California State Department of Education, Vol. XIX, No. 6, November, 1950.

² See also *Business Education in California*. Bulletin of the California State Department of Education, Vol. XX, No. 9, September, 1951.

example, laundry management, dental office assistantship, music merchandising, and others.

Many of these courses are planned with the help of advisory committees of businessmen or other employers in the community. Training is offered to prepare the student for office occupations, distributive occupations, general business fields, and for combinations of these such as required for the merchandising of foods or for promotion to positions of supervisory and managerial nature.

The list of business courses offered in these curriculums is a long one, containing from four hundred to five hundred separate courses.

In addition to the business courses that prepare students to do specific jobs, such as to transcribe dictation, operate a calculator or a bookkeeping machine, instruction is offered in business law, business writing, economics, business organization, economic geography, and other "general business" subjects.

THE OBJECTIVES OF BUSINESS EDUCATION

Today we live in an environment of business. Each passing year increases the complexity of this environment, thus making ever greater the challenge to our school systems to equip students better for life in the world of business.

Our schools are designing a program for general education which seeks to train every student to take his place in a world in which business activity has a strong influence. Such a program of general education must provide training in the area of business needed by all in order that

(1) each may carry on effectively the daily business activities centered about the home and his personal business life; (2) each may understand and participate in the business life of the community and of the nation as it affects him personally and as it relates to the well-being of every other citizen; and (3) each may have an understanding of business as a factor in world relations and in world economic well-being.¹

In our business environment we are all users of goods and services that business makes available to us. In order to put these goods and services to their best use and to understand the way in which business serves us and other members of our society, we must develop social-economic understanding and proficiency as consumers. In the development of these abilities, business education makes a unique contribution toward the implementation of the Framework by providing those educational experiences that are needed for effective adjustment to the business environment. This is the function of general business education as distinguished from that of vocational business education.

Business education must also produce occupational competency, by developing the understandings, abilities and skills, and attitudes needed to

¹ "General Business Education Defined," *American Business Education Yearbook*, Vol. VI, 1949. New York: New York University Bookstore, p. 5.

perform a business activity as an occupation. This is the function of vocational business education: to prepare for employment in business those students who choose a business occupation.

SKILLS IN CERTAIN VOCATIONAL SUBJECTS FOR PERSONAL USE

Business subjects that are usually considered of value only to persons who will undertake business careers actually may have much value for those who will use them for either personal use or in a career that is not strictly business in nature. Secondary schools are making increased efforts to include certain business subject matter which may serve those students who are not strictly vocational students.

Leading the field of business subjects studied for personal use is typewriting. Many schools have made progress in encouraging the study of typewriting for its personal use value. Most high school graduates, whether continuing their education or entering a field of employment, find typewriting to be a useful personal aid.

Shorthand too has some value for personal use. Shorthand courses that have been developed with the personal-use motive are one-year courses which lead to a useful degree of proficiency.

Training in bookkeeping is considered valuable for personal use by those who will keep personal budgets or at some time serve as treasurer or bookkeeper for a community organization. Bookkeeping procedures are adaptable in a variety of situations in which they result in important contributions to the technical or supervisory knowledge required in many occupations. Bookkeeping and accounting principles are the mainstays for much of the business activity of this country. Through the teaching of bookkeeping, opportunity is provided for additional learning of the skills of counting and calculating.

Proper organization of bookkeeping subject matter and the correlation of bookkeeping with other business subjects leads to courses serving many specialized groups of students. For example, a general background course including information on accounting, business organization, and business law has value for those who plan to enter collegiate schools of business as well as for those who are willing to enter the business world in some limited capacity but do not feel sufficiently interested to undertake a full business training program. Also, a knowledge of cost accounting as applied to crop production and a knowledge of tax accounting as applied to income tax procedure are valuable for students who intend to become farmers. Such information and training helps immeasurably in efficient farm management. A knowledge of cost accounting gives the student who expects to enter industry an appreciation of costs and promotes recognition of the economic values of greater production and the economic waste resulting from inefficient workmanship and improper use of materials.

Adaptations in the fields of typewriting, shorthand, and bookkeeping such as have been discussed here cannot, in a strict sense, be considered as contributions to general education for all students, but they represent a broadening of business education and a service to a larger group of students.

The increasing emphasis on general education for all has not reduced the responsibility of business education for providing sound and thorough vocational education. Programs that have been developed for the training of stenographers, bookkeepers, typists, clerical workers, and sales people continue to make important contributions to the training of vocational students. Traditional business education is being extended to include the adaptation of business subject matter to the needs of students in other special or in general fields. Courses in English, science, social studies, and mathematics are already included to some extent in the curriculums of all students. The economic world demands that courses in business undertake a similar role in the training of all secondary school students. No program of general education can be considered complete that allows its graduates to go forth unfamiliar with the organization of business and the economic system in which they will work, unable to purchase business services wisely, and ignorant of the workings of our financial and business economy.

CONSUMER EDUCATION AS IT RELATES TO BUSINESS SERVICES

Intelligent consumer action is considered an important outcome of general business education, for ignorance on the part of the citizen in his role of consumer is a detriment to the economic well-being of the individual and of society. Sound judgments by the informed consumer tend to improve business standards of production and distribution. The intelligent consumer encourages desirable economic and business practices, while the uninformed consumer unknowingly limits the service which business firms are in a position to render.

Problems of the individual consumer require for their solution a background and ability that business education has a place in providing. Every product or service supplied either by private business or by our governmental units is acquired under circumstances having business implications.

GUIDANCE

The business teacher's responsibility in guiding the student toward a suitable vocation is great, and his practical experience and training are of inestimable value in meeting this responsibility. Because of the well-trained business teacher's practical experience, he can do much to implement and supplement the guidance counselor's service to the student by supplying specialized guidance. In addition to placing the proper stress upon the broader concepts of business education, teachers of business sub-

jects can help to further the aims and objectives of the guidance program through various school-wide guidance projects, through the homeroom and assembly programs, and through extra curricular activities.

LIFE-CENTERED BUSINESS EDUCATION

Educators have been successful in developing ways and means of teaching the skills required of workers in business. However, the qualities which involve social behavior, grooming, work habits, attitudes toward work and coworkers are of equal and sometimes greater importance than superior accomplishments in the skill involved in a given occupation.

The secondary schools are giving special help to students in the whole job of becoming occupationally competent. Merely telling students how to meet challenges is not sufficient. Students are being trained to do effectively what business and democratic living requires. Practical training is offered—in group activities conducted in school “laboratories,” in co-operative training or work-study programs, or in work-experience programs—as preparation for actual employment into which they are thus initiated gradually.

The Business Education Laboratory

In Office Occupations. Many business teachers in the schools of California are teaching students to develop desirable work habits and other desirable personal characteristics by giving the students the opportunity to act in school as they are expected to act when employed in a business occupation.

A visitor in a school may be welcomed by a student who is “working” in the capacity of receptionist. Continuing her role, the receptionist introduces the guest to members of the student body and the faculty. Every effort is made to include the visitor in the school life. The student is taught how to be a gracious host or hostess. Each week a different student is selected for the role of receptionist.

In the office occupations classes one meets the “office manager,” the “payroll clerk,” members of the “stenographic pool,” the “mimeograph operator,” etc. Each has specific duties; for instance, the office manager may have the responsibility of checking attendance, the appearance of the room, and the work that is being done by others in the group. The supply supervisor has duties that involve requisitioning and stocking supplies and related work.

The advanced typing class may have several members who are responsible for the physical condition of the room and the mechanics of room management. Several times during each month the class is divided into groups by the room manager. Each group has a leader with whom the work in typewriting being done is discussed. Each group submits

ideas for class work and for increasing each student's typewriting skill. The students and the teacher talk over the ideas submitted. The discussion period provides a setting for additional typing demonstrations by the teacher. Sometimes the students demonstrate good typing techniques.

Similar group planning activities are used in courses in general business, bookkeeping, and in all the business subjects. When the students first take part in this technique of group practice in carrying out representative office responsibilities, their growth in self-direction may seem slow and they may make mistakes. However, in comparing this kind of classroom laboratory practice with the alternatives, such as getting the experience elsewhere, perhaps in actual work situations, the conclusion has been that it is worth while for the students and the teacher to take time to provide situations that will permit learning good work habits in the classroom and in the school.

Many learning situations are brought about when students participate in planning, managing, and carrying out classroom work. Every student has the opportunity to have an important job, to be responsible for that job, to assist in training others, and to learn the consequences of his decisions. Each is at times also in the position of receiving and carrying out instructions. And all are included in the general pattern that necessitates working together.

In Distributive Occupations. Within the distributive education training laboratory, many interesting activities take place. There are facilities for training the student in selling, sales promotion, credit, receiving, marking, finance, and administration. A functioning organization operated by the students carries out the program on a basis similar to what takes place in a business. There are group meetings such as are held in stores. There are planning committees. There are officers, department heads, and workers.

Each month the class may name a manager for the organization. He in turn names committees to work with him. While classes carry on, he must interview class members to fill positions in the organization. Those chosen hold their jobs for a month. The manager has the responsibility of seeing that each person knows his job. If any one doesn't know his job, the manager must train him or provide a sponsor to do the training. Knowledge of store arithmetic becomes a necessity. Students learn that they must have a good command of arithmetic processes or they will not be able to understand what goes on in business. They find that good communication is something that business demands, and in so doing they discover that learning English has new meaning and value. The manager must be aware of what knowledge is needed and must make sure that this knowledge is a part of the equipment of each member of his staff.

Co-operative Training Programs in Business Education

Co-operative training arrangements wherein the schools and business participate in providing instruction and on-the-job actual experience are in wide use in business education, both for the distributive and office fields.

For Distributive Occupations. The basic educational plan in distributive education is the co-operative training program. This plan has been adopted for the following occupational fields: advertising, apparel merchandising, insurance, interior decorating, real estate, retail merchandising, and traffic and transportation. Co-operative training provides for the combination of theory and practice, for relating school work to work on the job, for classes taught by persons who have proved themselves in the field, for co-ordination and follow-up, for assistance by advisory committees, and for an effective guidance program. The co-operative plan is well-known and its values are widely accepted—perhaps more widely accepted than practiced.

For Office Occupations. Co-operative training programs in the office occupations are increasing in number in California. The procedures used in the organization of such programs are similar to, and sometimes identical with, the procedures used in the organization of co-operative or work-study programs in distributive education.

The methods used include school laboratory practice and “group planning,” but in addition the students are assigned actual work in offices. School work and employment are integrated, and the employment is supervised by the school. Students have an opportunity to learn and to apply in school the skills, knowledge, understanding, work habits, attitudes, and standards that are desired by employers. In applying this knowledge on the job, they learn to understand business practices and operations so that they will be able later to assume greater responsibility in business occupations.

Work Experience Programs

For many years work experience has been a part of the business education program in certain California secondary schools. The wartime demands for workers gave new impetus to work-experience projects with the result that today practical business experience is an accepted feature of business education. Practical experience in school offices and in performing office tasks brought in from the community are frequently included in the office and secretarial practice courses. Some schools conduct supervised work-experience programs of a part-time nature in which students work during school or after school hours and on Saturdays and during vacations. Students receive school credit for such work and are usually paid by the employers.

In general, the practical work experience is closely related to the business curriculum of the student. The salesmanship student has a part-time position in retail selling; the stenographic student is an office clerk or stenographer; the business machines student is the operator of one or more business machines.

Because it is the conviction both of school personnel and employers that work experience is desirable even though it is not in the field of the student's immediate interest, some experimentation is being done with programs in diversified occupations through which students have the experience of taking the responsibility for doing certain work, arriving at work on time, performing work for pay, and demonstrating qualities such as dependability and honesty in any positions open in the community. Appropriate school courses are given to co-ordinate the work and the school experience.

Practically all of the larger school systems in California and many of the medium-size and smaller ones have work-experience programs for students in business curriculums. The success of work experience depends upon the nature of the co-ordination between the schools and the business community. The most effective programs are carried forward by school co-ordinators who devote full time to making business contacts, placing students, looking after the best interests of students, consulting with employers, securing ratings for students, and maintaining good public relations for the schools.

SERVICE TO STUDENTS

Business education, in review, provides the opportunity for every student to receive assistance in carrying on his personal business activities and in using the services of business in an understanding manner. In addition, through its vocational services students may be trained for the jobs of today and the business leadership of tomorrow. Through these general and vocational aspects certain phases of the function of public education "to make it possible for each learner to become more and more effective as a citizen in a democracy" may be fulfilled.

CERTIFICATION IN CALIFORNIA PUBLIC SCHOOLS, 1950-51

JAMES C. STONE, *Consultant in Teacher Education*

- ▶ Nearly 60,000 certification documents were issued to teachers during 1950-51—the largest number of documents issued in any single year in the history of California's public schools—22 per cent more than in 1949-50.
- ▶ Despite the continued need for more teachers for elementary schools, seven secondary teaching credentials were issued in 1950-51 for every six elementary teaching credentials issued.
- ▶ One-fourth of the total number of regular credentials granted during 1950-51 were granted upon the recommendation of California colleges and universities.
- ▶ The 40,953 teachers who were granted credentials during 1950 received 47,655 documents—an average of 1.2 documents per teacher.
- ▶ The number of emergency credentials granted in 1950 was 13 per cent less than in 1949, but in spite of this decrease one-fourth of the 61,626 documents held in 1950 were emergency credentials.

These are some of the facts revealed by two reports recently prepared by the Credentials Office of the State Department of Education. The first report, entitled "Annual Statistical Report on Teacher Certification," covers the number and types of documents issued during the fiscal year 1950-51. The second report, entitled "Number of Teachers Certificated, 1950," contains data on the number of individual teachers¹ receiving various types of documents during the calendar year 1950. Each of these reports is discussed in some detail in the following pages.

ANNUAL STATISTICAL REPORT OF TEACHER CERTIFICATION, 1950-51

The annual compilation of data on the number and types of credentials, life diplomas, and permits for public school service issued by the California State Board of Education is presented in this article in Tables 1 to 5. Credentials issued are reported by type or field, by method of issuance, and by service authorized. Certain comparisons are made with similar data for the preceding fiscal year, 1949-50.

¹ The term *teacher* as used in these reports includes classroom teachers, supervisors, administrators, and other certificated personnel. The terms *document* and *certificate* refer to credentials, life diplomas, permits, and other official forms which authorize service in California public schools.

Table 1 shows that the total number of documents of all types issued during 1950-51 was 58,993. This is 22 per cent larger than the number issued in 1949-50 and is by far the largest number of documents issued to teachers and other certificated personnel in any single year in the history of California's public schools.

The total of 24,901 *regular* credentials issued was 22 per cent larger than in 1949-50 (the same as for all documents issued). In 1949-50 the number of regular credentials issued was 20 per cent greater than in the year 1948-49.

TABLE 1
CREDENTIALS, LIFE DIPLOMAS AND PERMITS AUTHORIZING
PUBLIC SCHOOL SERVICE
July 1, 1950, to June 30, 1951

Type of document	Regular			Emer- gency	Re- newal	Life diploma	Permit	Total
	Issued on direct applica- tion	Issued on institu- tional recommen- dation	Total					
Administration Credential.....	625	538	1,163	289	632	256	-----	2,340
Adult Education Credential.....	3,746	-----	3,746	247	677	21	-----	4,691
Exchange Teacher Credential.....	12	-----	12	-----	-----	-----	-----	12
General Elementary Credential.....	4,754	2,355	7,109	7,086	3,711	1,313	-----	19,219
Provisional General Elementary Credential.....	994	-----	994	-----	685	-----	-----	1,679
General Secondary Credential.....	3,871	1,425	5,296	1,446	3,304	1,243	-----	11,289
Health and Development Credential.....	391	-----	391	598	244	47	-----	1,280
Junior College Credential.....	212	70	282	-----	90	23	-----	395
Junior High Credential.....	955	101	1,056	-----	456	176	-----	1,688
Junior High and Elementary Credential.....	-----	-----	-----	83	-----	-----	-----	83
Kindergarten-Primary Credential.....	510	353	863	547	380	116	-----	1,906
Provisional Kindergarten-Primary Cre- dential.....	121	-----	121	-----	5	-----	-----	126
Special Secondary Credential.....	2,053	1,531	3,584	748	2,146	401	-----	6,879
Supervision Credential.....	200	84	284	92	141	57	-----	574
Child Care Permit.....	-----	-----	-----	-----	-----	-----	2,622	2,622
Lecture Permit.....	-----	-----	-----	-----	-----	-----	4,210	4,210
Total.....	18,444	6,457	24,901	11,053	12,554	3,653	6,832	58,993
Total for same period last year.....	15,464	4,942	20,406	13,409	7,573	2,372	4,738	48,498
Increase or decrease over last year—								
Amount.....	2,980	1,515	4,495	2,356	4,981	1,281	2,094	10,495
Per cent.....	+19	+31	+22	—18	+66	+54	+44	+22

Credentials Issued on Institutional Recommendation

Of the 24,901 regular credentials granted in 1950-51, 26 per cent (6,457 credentials) were issued upon the recommendation of California colleges and universities. Table 2 shows the total number of regular credentials issued during each year of the eleven-year period from 1940-41 to 1950-51, and the number and percentage of these that were based upon institutional recommendations.

TABLE 2
NUMBER AND PERCENTAGE OF CREDENTIALS
ISSUED IN INSTITUTIONAL RECOMMENDATION
IN PROPORTION TO THE TOTAL
NUMBER OF REGULAR CREDENTIALS ISSUED
1940-41 Through 1950-51

Fiscal year	Number of regular credentials ¹ issued on institutional recommendation	Total number of regular credentials issued	Percentage of regular credentials issued on institutional recommendation
1940-41.....	3,782	9,004	42
1941-42.....	3,321	10,374	32
1942-43.....	2,809	8,689	32
1943-44.....	2,053	7,808	26
1944-45.....	1,436	5,200	28
1945-46.....	1,552	8,364	19
1946-47.....	2,543	9,777	26
1947-48.....	3,155	13,031	24
1948-49.....	3,461	16,965	20
1949-50.....	4,942	20,406	24
1950-51.....	6,451	24,901	26

¹ "Regular credentials" includes all new credentials granted except emergency credentials, renewals of credentials already in force, life diplomas, and child care and lecture permits.

These figures indicate that the proportion of credentials granted through colleges and universities has declined from 42 per cent in 1940-41 to 26 per cent in 1950-51. This is evidence of a tendency among credential candidates to satisfy only the requirements set up by the State Board of Education rather than to complete the more specific pattern, sometimes involving a greater number of units, required by teacher-education institutions.

Among the various types of credentials issued in 1950-51 on the basis of institutional recommendation, the largest single gain was a 64 per cent increase in the number of kindergarten-primary credentials granted; the next largest gain was 50 per cent in supervision credentials issued. The number of recommendations for special secondary credentials increased only 11 per cent, while recommendations for all other types increased between 36 and 39 per cent. The smaller gain in the issuance of special secondary credentials on institutional recommendation is in accord with the trend of credential candidates to fulfill the requirements for general instead of special credentials.² The only decrease in credentials issued on institutional recommendation was in the number of junior high school credentials issued—7 less (6.4 per cent) than in the preceding year.

Despite the great need for elementary teachers, the teacher-education institutions are recommending seven candidates for secondary teaching

² James C. Stone, "Supply and Demand for Certificated Personnel in California Public Schools, 1951," *California Schools*, XXII (May, 1951), 153.

credentials (general or special secondary, junior college, and junior high school) for every six elementary teaching credentials (kindergarten-primary or general elementary). Nevertheless this ratio is a significant improvement over the corresponding ratio in 1949-50 of eleven secondary to eight elementary credentials. The actual number of elementary teaching credentials recommended by teacher-education institutions increased from 1,912 in 1949-50 to 2,708 in 1950-51, an increase of 796 or more than 41 per cent. The institutions are thus giving material assistance in the state's effort to meet the need for elementary school teachers by directing candidates into the field of elementary education. The unexpectedly large increase in kindergarten enrollment in September, 1951, will probably again increase the disproportion between the supply of and the need for fully trained teachers in the elementary schools.

As shown in Table 3, the University of Southern California leads in the number of recommendations for issuance of credentials (1,063), followed by San Francisco State College (778), San Jose State College

TABLE 3
NUMBER AND KINDS OF CREDENTIALS ISSUED ON
INSTITUTIONAL RECOMMENDATION
July 1, 1950, to June 30, 1951

Institution	Type of credential recommended								Total
	Admin.	Gen. elem.	Gen. sec.	Jr. col.	Jr. high	Kgtn. prim.	Spec. sec.	Supv.	
University of Southern California.....	148	312	292	13	6	132	137	23	1,063
San Francisco State.....	68	395	127		1	42	129	16	778
San Jose State College.....	13	185	48		9	41	297	1	594
University of California, Berkeley.....	16	110	272	35				7	440
University of California, Los Angeles.....	29	120	75	14		34	130	8	410
University of California, Santa Barbara.....	7	48			35	21	249	1	361
Stanford University.....	112	98	88	3			2	8	311
College of Pacific.....	30	109	60				36	7	242
San Diego State College.....	14	94	31		4	17	58	5	223
Claremont Graduate School.....	70	42	69	2			10	1	194
Chico State College.....	3	67	47				75		192
Sacramento State College.....	4	76	55		11	8	29	2	185
Whittier College.....		107	17	1		24	28		177
Occidental College.....		98	33	2	3		31		167
Fresno State College.....	5	53	29			4	57	1	149
University of Redlands.....	11	72	31		1		29	2	146
George Pepperdine College.....		67					44		111
Long Beach State College.....		51	51			6	2		110
Immaculate Heart College.....		39	30		2	5	5		81
LaVerne College.....		59			20				79
California State Polytechnic College.....			5				57		62
Humboldt State College.....	8	17	7		5	4	13	2	56
California College of Arts and Crafts.....							55		55
College of the Holy Names.....		42	5		4		2		53
Dominican College.....		26	5			11			42
San Francisco College for Women.....		32	4				1		41
University of California, Davis.....			5				33		38
Mount Saint Mary's College.....		25	6				2		33
University of San Francisco.....			9				18		27
Loyola University of Los Angeles.....			21						21
Chapman College.....		10					2		12
Mills College.....		1	3						4
Total.....	538	2,355	1,425	70	101	353	1,531	84	6,457

(594), the University of California, Berkeley (440), the University of California, Los Angeles (410), the University of California, Santa Barbara (361), and Stanford University (311). Each of the other institutions recommended less than 300 candidates. This is the second year in which the University of Southern California, San Francisco State College, and San Jose State College have led in this same order in the number of recommendations for the issuance of credentials.

*Credentials Issued on Direct Application to
State Department of Education*

The number of regular credentials issued in 1950-51 as a result of direct applications to the Credentials Office has increased 19 per cent over the total for the previous year. The largest single gain (50 per cent increase) was in the number of adult education credentials granted (issued only on direct application to the Credentials Office), reflecting the increased interest and participation of adults in programs of self-improvement. Substantial increases were also shown in the number of supervision credentials granted on direct application (36 per cent increase), in the number of general elementary credentials granted (26 per cent increase), of administration credentials (22 per cent increase), of kindergarten-primary credentials (20 per cent increase), and of general secondary credentials (18 per cent increase).

The number of regular kindergarten-primary and general elementary credentials issued in 1950-51 on the basis of direct application was 5,264, nearly 25 per cent larger than in the previous year. Since the number of provisional credentials issued of these types decreased more than 12 per cent (from 1,275 to 1,120), it may be assumed that in some measure the supply of available regular teachers has been increased through completion by the holders of provisional credentials of regular requirements as originally intended.¹

The only other decrease in credentials issued on direct application was in the number of special secondary credentials, which declined 2 per cent.

The number of junior high school credentials issued on direct application increased from 928 to 955, only 3 per cent.

Of the credentials issued on direct application, seven secondary teaching credentials (general secondary, special secondary, junior college, and junior high school) were issued for every six elementary teaching credentials (kindergarten-primary and general elementary). In the previous year the ratio of secondary to elementary was six to five.

A total of 11,053 emergency credentials, as shown in Table 1, was issued between July 1, 1950, and June 30, 1951, a decrease of 18 per cent from the number issued during the previous fiscal year. Of these emer-

¹ James C. Stone and Aubrey A. Douglass, "Teacher Supply and Demand in California, 1950," *California Schools*, XXI (May, 1950), 132-33.

gency credentials, 69 per cent authorized service in the elementary schools (547 emergency kindergarten-primary and 7,086 emergency general elementary credentials). During the fiscal year 1949-50, a slightly smaller proportion (64 per cent) authorized elementary teaching service. The decrease during the fiscal year 1950-51 in total number of emergency credentials issued (18 per cent) and the increase in the number of regular credentials issued (22 per cent) are in conformity with the predictions reported in the surveys of teacher supply and demand published in 1950 and 1951.¹ These changes indicate some progress in recruitment of qualified teachers in response to the critical "teacher emergency" in California. The situation is still critical, however, as evidenced by the fact that 7,633 emergency credentials were needed during the year for elementary school service. The current upswing in kindergarten enrollment, which has been beyond even the most exaggerated predictions, may reverse the prevailing trend by requiring issuance of emergency credentials for an increased number of kindergarten-primary teachers during 1951-52.

Approximately two-thirds of the emergency credentials granted each year by the Credentials Office are issued between May 1 and September 30. Table 5 shows that the number issued during this period of 1951 is 8 per cent less than were issued in the same period of 1950. This fact might provide a basis for estimating the number of emergency credentials that will be needed in 1951-52. However, the rapid growth of population in California, due in part to the mobilization for defense which brings in families with young children, may continue to invalidate any estimate of school population and needs based on past experience.

The increases of 54 per cent in life diplomas issued and 66 per cent in renewals granted, shown in Table 1, indicate continued progress toward stabilization of the profession in California for the second consecutive year.

Table 4 reveals that 25 per cent more secondary teachers than elementary teachers renewed their credentials and obtained life diplomas, which may be evidence of less turnover among secondary school teachers than among elementary school teachers.

NUMBER OF TEACHERS CERTIFICATED, 1950

The report on the "Number of Teachers Certificated" shows that from January 1 to December 31, 1950, a total of 40,953 persons received certification documents. Information is not available on how many of these persons actually taught during the year, but 82,868 teachers were reported by county superintendents of schools to be at work as of October 31, 1950.

¹ *Loc. cit.* Also, James C. Stone, "Supply of and Demand for Certificated Personnel in California Public Schools, 1951," *California Schools*, XXII (May, 1951), 151-68.

The 40,953 persons certificated in 1950 received a total of 47,655 documents—5,413 more teachers (15 per cent) and 6,933 more documents (17 per cent) than in the preceding year. However, the average of 1.2 documents issued per person is the same as in 1949.

TABLE 4
NUMBER OF REGULAR CREDENTIALS, RENEWALS, AND LIFE DIPLOMAS
ISSUED FOR ELEMENTARY AND SECONDARY TEACHING SERVICES
July 1, 1950, to June 30, 1951

Type of document	Regular credentials			Life diplomas	Total
	Issued on direct application	Issued on institutional recommendation	Renewed		
ELEMENTARY CREDENTIALS Including kindergarten-primary, provisional kindergarten-primary, general elementary, provisional general elementary, junior high and elementary	6,379	2,708	4,864	1,429	15,380
SECONDARY CREDENTIALS Including junior high, general secondary, special secondary, and junior college	7,091	3,127	5,996	1,843	18,057
Total	13,470	5,835	10,860	3,272	33,437

TABLE 5
NUMBER OF CREDENTIALS ISSUED
ON EMERGENCY BASIS
May 1, 1950, to September 30, 1950, and
May 1, 1951, to September 30, 1951

Type of document	Number of credentials issued	
	1950	1951
Administration.....	188	119
Adult Education.....	48	79
General Elementary.....	4,377	4,046
General Secondary.....	656	450
Health and Development.....	306	306
Kindergarten-Primary.....	234	262
Special Secondary.....	339	395
Supervision.....	60	25
Total	6,208	5,682
Percentage of decrease		—8

Table 6 shows the distribution of the 47,655 documents issued during 1950 according to the teaching level or type of service authorized and the method of issuance. Of the total number issued, 44 per cent were regular credentials (33 per cent issued on direct application to the Credentials Office and 11 per cent on institutional recommendation), 3 per cent were

provisional credentials, 22 per cent were emergency credentials, and the remaining 34 per cent were life diplomas or renewals of credentials previously issued. The number of credentials issued during 1950 on the emergency basis was 13 per cent less than in 1949, when 35 per cent of the credentials issued were emergency credentials.

Table 6 shows also that, of the total documents issued (47,655), the largest number were granted for elementary school teaching (21,385). However, of those issued as regular credentials (21,025), the greatest number (9,163) were granted for secondary school service. This was true for the credentials issued on direct application as well as those granted on institutional recommendation. Again, this indicates that California is training and certificating a larger number of fully qualified teachers for secondary school service than for elementary school service, although the state's need for teachers is not in this proportion.

The 40,953 persons receiving certification documents in 1950 also held 13,971 other valid documents. Adding these 13,971 documents to the 47,655 documents granted during 1950 shows that these 40,953 teachers actually held 61,626 valid documents, or an average of one and one-half documents per teacher, the same ratio as in 1949.

TABLE 6
NUMBER OF CERTIFICATION DOCUMENTS ISSUED DURING 1950,
ACCORDING TO SERVICE AUTHORIZED, TYPE OF
DOCUMENT, AND METHOD OF ISSUANCE

Service authorized	Regular credentials			Emergency credentials	Renewal of regular credentials	Life diplomas	Provisional credentials	Total	Increase or decrease
	Issued on direct application	Institutional recommendation	Total						
Elementary education.....	4,688	2,128	6,816	7,323	4,463	1,367	1,416	21,385	+2,475
Secondary education.....	6,496	2,667	9,163	2,031	5,296	1,606	-----	18,096	+3,585
Adult education.....	3,158	-----	3,158	304	615	14	-----	4,081	+142
Administration and supervision.....	738	440	1,178	329	632	228	-----	2,367	+606
Auxiliary service.....	643	67	710	563	369	74	-----	1,716	+125
Total.....	15,723	5,302	21,025	10,550	11,375	3,289	1,416	47,655	+6,933
Percent of total.....	33	11	44	22	24	7	3	100	-----
Increase or decrease over 1949.....	+1,745	+1,609	+3,354	-3,864	+4,867	+1,160	-----	+6,933	-----

Table 7 shows that the number of valid certification documents held by these teachers ranged from one to eleven per teacher. Of the 40,953 teachers to whom documents were issued in 1950, two out of three held only one document, while approximately one out of three held two or more documents. Figures compiled in the study, not shown here, reveal that approximately 25 per cent of the 61,626 documents held by these

teachers (including those issued during 1950 and those already in force) were emergency credentials; 33 per cent of the documents held were regular credentials issued on direct application; 11 per cent were regular credentials issued on institutional recommendation; 20 per cent were renewals of regular credentials; 9 per cent were life diplomas and 3 per cent were provisional general elementary credentials.

For the second year, the most frequent document among the 61,626 held by the teachers covered in this study was the regular general secondary credential; however, contrary to the condition in 1949, the next most commonly held document was the regular general elementary credential. In the previous year, emergency credentials outnumbered regular credentials at the elementary level. This change may indicate that the "teacher emergency" is nearer to being met.

TABLE 7
NUMBER OF TEACHERS RECEIVING CERTIFICATION
DOCUMENTS FOR PUBLIC SCHOOL SERVICE,
1950, ACCORDING TO NUMBER OF
VALID INDIVIDUAL DOCUMENTS THEN HELD BY
EACH TEACHER

Number of valid documents held by individual teacher	Teachers certified in 1950	Total number of valid documents held by these teachers in 1950
1.....	25,917	25,917
2.....	11,021	22,042
3.....	2,800	8,400
4.....	906	3,624
5.....	236	1,180
6.....	57	342
7.....	11	77
8.....	3	24
9.....	1	9
11.....	1	11
Total teachers.....	40,953	-----
Total valid certification documents held by these teachers.....	-----	61,626

SUMMARY

In general, the trends indicated in these two reports are similar to the trends revealed in last year's studies. Educators in California and other groups concerned with the well-being of public education should feel a degree of satisfaction in the progress revealed by the following facts:

1. The issuance of emergency credentials has continued to decline.
2. The increase in the renewal of credentials and in the issuance of life diplomas continues to insure greater stability in the teaching profession.

3. The number of credentials issued for elementary school service is beginning to approach the number issued for secondary school service.
4. For the first fiscal year since 1942-43, when emergency credentials were instituted as a solution to the wartime "teacher emergency," the number of regular credentials issued for elementary school service has exceeded the number of emergency credentials for that level.

These facts are encouraging. On the other hand, there are certain facts in both of the reports cited in this article which indicate that serious problems are ahead for those concerned with the program for supplying fully qualified teachers for California's boys and girls:

1. California is still certificating more teachers for secondary school service than for elementary school service, although this was true to a lesser degree in 1950-51 than in the preceding year.
2. Conditions resulting from the national emergency, such as the recent increase in kindergarten enrollment beyond the extent predicted, may soon increase the necessity for emergency credentials.

These latter facts should convince educators and the supporters of public education, as well as its critics, that the necessity for recruitment of candidates for elementary school service is of major and immediate importance.

AREA MEETINGS SPONSORED BY THE STATE CORRECTIONAL INDUSTRIES IMPLEMENTING COMMITTEE

In response to a resolution adopted by the California Association of School Administrators at its annual meeting at San Jose, in October, 1951, Superintendent of Public Instruction Roy E. Simpson has appointed a State Correctional Industries Implementing Committee. The primary function of the Committee is to promote the manufacture of difficult-to-get articles for schools by establishing more effective relationships between the public schools and the California Department of Corrections.

Frank M. Wright, Associate Superintendent of Public Instruction and Chief of the Division of Public School Administration of the State Department of Education, has been appointed general chairman of the Committee. Associate chairmen have been appointed as follows:

For Northern California: T. R. Smedberg, County Superintendent of Schools, Sacramento County

For San Francisco Bay-North Coast Area: Harold P. Hill, District Superintendent of Schools, St. Helena Unified School District

For Central California: Emmitt J. Bohne, Administrative Assistant and Director of Business Research, Office of Santa Clara County Superintendent of Schools

For Southern California: C. C. Carpenter, Assistant Superintendent of Schools, Los Angeles County

Each associate chairman will have four members working with him as an Area Committee.

To insure the establishment of relationships designed to accelerate, through suitable and feasible productive enterprises, the manufacture of articles recommended by the schools and suited to production by the Division of Correctional Industries of the Department of Corrections, a co-operative approach will be achieved by holding area meetings sponsored by the State Correctional Implementing Committee. Each area meeting will be planned by the Area Committee under the leadership of the General Chairman.

Co-operative area meetings effectively carried out can have the following benefits:

1. Public school business officials will have opportunity to see and appraise the specific articles manufactured by Correctional Industries on display at the area meeting.
2. An estimate can be made of the total quantity of displayed article that may be purchased, during the fiscal year 1952-53, by the districts participating in the area meeting.
3. Opportunity is afforded to make practical suggestions for improving each article.

4. Ideas and experiences relating to each article can be profitably exchanged.
5. Samples of articles, in addition to those on display, may be discussed, reactions and suggestions appraised, and consideration given to their manufacture by Correctional Industries.

An important and practical question has been raised which is closely related to the purpose of area meetings: May a school district purchase articles manufactured by productive enterprises in California state prisons without complying with sections 18051 and 18052 of the Education Code?

The most recent answer to that question was given in a letter from the Assistant Attorney General addressed to the District Attorney of Imperial County under date of April 14, 1951, which concludes with the following statement:

It is our view that a school may purchase furniture and equipment produced and manufactured in the California State prisons without complying with Education Code sections 18051 and 18052.

In planning an area meeting, the Area Committee will give consideration to the following essentials:

1. *Samples of Articles.* Provision will be made for the display of articles that can be manufactured in productive enterprises in State prisons.
2. *Volume of Production Required.* A procedure will be worked out for estimating the quantity of each article needed during the fiscal year 1952-53.
3. *Quality of Work.* Articles on display will be carefully inspected and compared with similar products in use, to make certain that the quality of workmanship justifies their display.
4. *Delivery.* Specific information will be given at the meeting concerning a delivery schedule.

A sample form has been drawn up for inquiry regarding estimates of probable total volume to be needed during 1952-53 of each article on display at an area meeting. The display planned for the first meeting of the San Francisco Bay-North Coast Area Committee on March 28, 1952, will include a manual training bench; kindergarten blocks (solid, hollow, and floor); bicycle rack; crayon box; tool box; storage box; easel; projector table; and scissors rack. The inquiry form provides space for the name and address of the school district and the name and title of the school official preparing the estimate; columns are provided for listing the articles, the quantity of each to be needed, the latest acceptable delivery date for each, and comments or suggestions.

The tentative agenda for the San Francisco Bay-North Coast Area meeting follows.

SAN FRANCISCO BAY-NORTH COAST AREA MEETING

SPONSORED BY

THE STATE CORRECTIONAL INDUSTRIES IMPLEMENTING COMMITTEE

General Chairman: FRANK M. WRIGHT, Associate Superintendent
of Public Instruction

SAN QUENTIN STATE PRISON

March 28, 1952

Presiding: HAROLD P. HILL, Associate Chairman, State Implementing Committee
for the San Francisco Bay-North Coast Area

Morning Session, 11 to 12

I. Introductory Remarks

RICHARD A. McGEE, Director of Corrections, California
Department of Corrections

II. May a School District Purchase Articles Produced or Manufactured by Correctional Enterprises in California State Prisons without Complying with Sections 18051 and 18052 of the Education Code?

HAROLD P. HILL, District Superintendent, St. Helena
Unified School District

III. Inspection of Articles Produced by Correctional Enterprises in California State Prisons

WILLIAM PEEL, Member, Bay-Coast Area Committee; Purchasing
Agent, Oakland Public Schools

Luncheon, 12:45 p.m.

Greeting

H. O. TEETS, Warden, San Quentin State Prison

Afternoon Session, 1:45

IV. The Production Schedule for Each Article on Display for the Fiscal Year 1952-53

OLIVER HARTZELL, Member of Area Committee; City Superintendent
of Schools, San Rafael

V. Recommendations of the Bay-North Coast Area Implementing Committee

JAMES TORMEY, Member of Area Committee; County Superintendent
of Schools, San Mateo

VI. Discussion, Questions and Answers

EVERETT ROLFF, Member of Area Committee; Chairman Bay Section,
California Association of Public School Business Officials

VII. Closing Remarks

FRANK M. WRIGHT, General Chairman, State Implementing Committee

ENROLLMENTS IN BUSINESS EDUCATION IN PUBLIC SECONDARY SCHOOLS OF CALIFORNIA IN 1951, WITH COMPARISONS FOR 1948 AND 1945

WILLIAM R. BLACKLER, *Chief, Bureau of Business Education*

Every three years a census of enrollments in business subjects in public secondary schools of California is taken by the Bureau of Business Education of the State Department of Education. The most recent count, made in April, 1951, revealed a total of 239,462 enrollments, which is 21 per cent greater than the 1948 figure and 50 per cent more than in 1945.

The questionnaire used in the three studies made in 1945, 1948, and 1951 was developed by the staff of the Bureau of Business Education, as was also the tabular form in which the results are presented. Compilation and analysis of data was done in 1945 by the Bureau of Business Education; and in 1948 and 1951, respectively, by graduate students in education—S. Joseph DeBrum of San Francisco State College, and Alvina Graupman of College of the Pacific. Ernest D. Bassett of the Bureau of Business Education assisted in the preparation of the present summary report.

This resume of the 1951 study is presented to show the nature and scope of the state-wide business education program as revealed by enrollments in more than 96 per cent of the public secondary schools of California, including 151 junior high schools, 431 senior and four-year high schools, and 56 junior colleges. Comparisons are made with data from previous studies.

TOTAL ENROLLMENTS

Table 1 summarizes by school level the total enrollments in business education in the three years covered by the studies. Amounts and percentages of increase in the state total are also given. This table shows a steady gain of enrollments to 239,462 in 1951. The number of schools reporting varied in each three-year census, despite efforts to obtain reports from every secondary school. Data for the three years are thus not strictly comparable.

Figures for the junior high schools, which include grades 7, 8, and 9, or in some instances 7, 8, 9, and 10, show that enrollments at this level have not varied greatly. A slight decrease in enrollment reported in the second census (11 per cent) was followed by a considerable increase in 1951 (over 24 per cent).

The senior and four-year high schools, including grades 9, 10, 11, and 12, or in some instances 10, 11, and 12, show more than 25 per cent increase in enrollment in business classes from 1945 to 1951.

TABLE 1

**SUMMARY OF ENROLLMENTS IN BUSINESS EDUCATION IN
CALIFORNIA PUBLIC SECONDARY SCHOOLS, 1945,
1948, AND 1951, BY SCHOOL LEVEL**

School level	1945		1948		1951	
	Number of schools reporting	Enrollments	Number of schools reporting	Enrollments	Number of schools reporting	Enrollments
Junior high schools.....	117	25,496	130	22,648	151	28,134
Senior and four-year high schools.....	402	120,658	366	136,914	431	162,268
Junior colleges.....	39	13,412	45	38,149	56	49,060
Total.....	558	159,566	541	197,711	638	239,462
Increase in total enrollment over 1945:						
Number.....				38,145		79,896
Percentage.....				24		50
Increase in total enrollment over 1948:						
Number.....						41,751
Percentage.....						21

Comparisons of data for the junior colleges, which include grades 13 and 14 or occasionally 11 through 14, are more nearly valid, since in each survey year more than 90 per cent of the colleges supplied enrollment figures. Business education enrollments in junior colleges increased more than two-and-a-half times in the six-year period.

SUBJECTS TAUGHT IN 1951

Table 2 reveals the scope of business education offerings at each secondary school level. The number of schools offering specific subjects and the total enrollment at each level are shown. In the rapidly growing area of junior college education, business educators are endeavoring to meet the needs of students who have general, college preparatory, and vocational interests.

SUBJECT RANKINGS

In 1951, more than 100,000 enrollments in courses in typewriting were reported, far outnumbering those in other business subjects. A similar situation was noted in the two previous studies.

The next largest subject group, in terms of enrollments, was the book-keeping-accounting group, which had a total registration of nearly 30,000 for the school year 1950-51.

In third place was the shorthand group, with enrollments of over 21,000 students.

Following typewriting, bookkeeping, and shorthand, in order of enrollment totals in 1951, were thirteen other subjects or subject groupings:

Business orientation subjects (e.g., junior business training)....	14,773
Office practice subjects.....	12,032
Business English subjects.....	9,576
Business mathematics subjects.....	7,891
Salesmanship and merchandising subjects.....	7,307
Business machines subjects.....	6,511
Business law.....	4,822
Transcription.....	3,859
Business organization, principles, and economics subjects.....	3,088
Secretarial practice.....	2,178
Economic geography.....	1,823
Filing.....	1,791
Consumer education subjects.....	1,273

When a comparison was made between the order of subjects according to 1951 enrollment figures and the order in 1948, typewriting, bookkeeping-accounting, shorthand, and business orientation subjects were found to be in identical positions. Beyond this point, however, the correspondence ceases. Office practice was in fifth place in 1951, while in 1948 it was seventh on the list. Business mathematics dropped from fifth to seventh place during this three-year period. Business English remained in sixth place.

In 1948 three subjects—business law, salesmanship (including merchandising), and machine calculation were eighth, ninth, and tenth in order of importance according to enrollment. In 1951, these three changed places, becoming tenth, eighth, and ninth, respectively.

In 1951, transcription and filing, which did not rank high in 1948, became eleventh and fifteenth on the list. Secretarial practice rose from eighteenth place in 1948 to thirteenth in 1951.

Co-operative training courses in 1951 were operating in 70 schools, with enrollments of 1,320 in office occupations and 2,189 in distributive occupations. Some schools were offering from two to five types of co-operative training classes.

Table 3 presents enrollments in and comparative rankings of a considerable number of subject fields by school level for each of the three years covered in the business education census.

Appreciation is expressed by the Bureau of Business Education to the school administrators, the teachers of business subjects, and others who participated in the 1951 and earlier studies. The reports constitute a chronicle of steady growth of enrollment and service in a large segment of public education. Such information is helpful in extension and improvement of programs of business education toward adequate preparation of students for the jobs of today and the business leadership of tomorrow.

TABLE 2
ENROLLMENTS IN BUSINESS SUBJECTS IN 151 JUNIOR HIGH SCHOOLS,
431 SENIOR AND FOUR-YEAR HIGH SCHOOLS, AND 56 JUNIOR
COLLEGES IN CALIFORNIA, APRIL, 1951

Subjects ¹	Junior high schools		Senior and four-year high schools		Junior colleges		Total	
	No. of schools	Enrollments	No. of schools	Enrollments	No. of schools	Enrollments	No. of schools	Enrollments
GENERAL BUSINESS COURSES								
General Business.....			1	12			1	12
Junior Business Training, Elementary Business.....	64	5,798	138	8,856	2	119	204	14,773
Introduction to Business.....	1	55	2	144	3	105	6	304
Basic Business.....			7	684			7	684
Business Mathematics, Business Arithmetic, Basic Arithmetic, Arithmetic Review.....	7	591	81	4,987	46	2,313	134	7,891
Business English, Business Correspondence, English Review, Business Speech, Public Speaking.....			134	6,259	65	3,317	199	9,576
Business Spanish.....					1	11	1	11
Consumer Economics, Consumer Problems, Consumer Training.....			28	1,029	10	244	38	1,273
Placement Preparation, Preparation for Employment.....					2	71	2	71
Political Science.....					1	60	1	60
Economic Geography, Commercial Geography.....			23	1,048	17	775	40	1,823
Penmanship.....			9	417	4	62	13	479
Spelling.....			2	77	4	98	6	175
Personal Finance.....					2	59	2	59
Vocations, Vocation Building.....			1	14	1	25	2	39
Commerce and Industry.....					1	119	1	119
Senior Problems.....			1	41			1	41
Business Personality.....			4	110	14	482	18	592
Exploratory Business.....	4	210	1	23			5	233
OFFICE OCCUPATIONS								
Stenographic and Secretarial								
Typewriting.....	106	20,307	409	73,855	56	10,608	571	104,770
Shorthand, Stenotype, Speedwriting, Dictation.....	1	75	358	16,415	54	4,672	413	21,162
Machine Transcription.....			16	323	17	393	33	716
Transcription.....			94	2,424	27	719	121	3,143
Secretarial Practice, Legal, Medical, Dental, Secretarial Administration.....	1	40	73	1,384	37	750	111	2,174
Accounting and Bookkeeping								
Bookkeeping, Farm Bookkeeping, Clerk Bookkeeping, Accounting, Principles of Accounting, Accounting Laboratory, Applied Accounting, Secretarial Accounting, Recordkeeping, Cost Accounting.....	5	324	403	21,717	110	6,382	518	28,423
Auditing.....					1	19	1	19
Machine Accounting, Machine Bookkeeping.....			11	463	11	221	22	684
Income Tax and Payroll, Payroll Accounting, Tax Accounting.....			1	1	5	176	6	177
Mathematics of Finance.....					1	3	1	3
Business Machines								
Comptometry.....					1	115	1	115
Machine Calculation.....			44	2,020	45	2,587	89	4,607
Office Appliances and Machines.....			4	206	8	646	12	852
Business Machines.....			22	918			22	918
Special Office Machines.....			1	19			1	19

¹ Subjects are listed by titles used in individual school reports.

TABLE 2—Continued

**ENROLLMENTS IN BUSINESS SUBJECTS IN 151 JUNIOR HIGH SCHOOLS,
431 SENIOR AND FOUR-YEAR HIGH SCHOOLS, AND 56 JUNIOR
COLLEGES IN CALIFORNIA, APRIL, 1951**

Subjects	Junior high schools		Senior and four-year high schools		Junior colleges		Total	
	No. of schools	Enrollments	No. of schools	Enrollments	No. of schools	Enrollments	No. of schools	Enrollments
OFFICE OCCUPATIONS—Continued								
General Office and Clerical								
Filing.....			26	982	31	809	57	1,791
Office Procedures, Business Procedures.....			2	94			2	94
Duplicating.....			2	33	3	68	5	101
Mimeographing.....			1	6			1	6
Office Practice, Medical Office Practice.....	21	666	247	6,467	33	1,085	301	8,218
Business Practice.....			19	795	2	28	21	823
Co-operative Office Practice.....	2	19	44	1,320	20	479	66	1,818
Clerical Practice, Clerical Training.....			26	1,025	2	116	28	1,141
Office Methods.....			1	32			1	32
Banking Practice.....			8	63	3	38	11	101
Work Experience (Inside, Office).....			2	239	1	50	3	289
Civil Service Training.....			3	56			3	56
Distributive Occupations								
Salesmanship, Sales Clinic.....			62	2,382	39	1,431	101	3,813
Retailing, Co-operative Retailing.....			10	411	21	987	31	1,398
Advertising.....			2	43	23	682	25	725
Marketing.....					17	545	17	545
Merchandising, Merchandising Analysis.....			28	958	21	591	49	1,549
Nontextiles, Textiles, Fabrics, Art for Business.....					6	123	6	123
Color, Line, Design, Fundamentals of Display.....					3	64	3	64
Co-operative Store Practice.....			12	129	22	538	34	667
Store Practice.....			3	93			3	93
Store Management, Co-operative.....			1	21	1	10	2	31
Store Organization.....					5	50	5	50
Store Work Experience.....					1	105	1	105
Business Management Fundamentals								
Business Organization.....			2	114	15	409	17	523
Corporation Finance.....					1	23	1	23
Principles of Business.....			13	727	17	786	30	1,513
Economics, Business Economics, Economic Problems, San Joaquin Economics.....			7	189	19	863	26	1,052
Psychology of Modern Business, Business Psychology.....					3	157	3	157
Human Relations.....					2	74	2	74
Business Law.....	1	31	87	2,558	51	2,233	139	4,822
Insurance, Life Insurance, Property Insurance, Risk and Risk Bearing.....					10	381	10	381
Real Estate, Real Estate Law, Real Estate Property Values.....					10	369	10	369
Insurance and Real Estate.....					1	24	1	24
Credits and Collections.....					2	25	2	25
Traffic and Transportation, Freight, Air-Passenger and Cargo Transportation.....					4	265	4	265
Social Adjustment in Business.....	1	18					1	18
Business Techniques.....			1	26			1	26
Business Fundamentals.....			1	59			1	59
Business Ethics.....					1	12	1	12
Small Business Operation.....					6	188	6	188
Investments, Security Investments.....					4	80	4	80
Business Management, Personnel Management, Personnel and Management Relations, Industrial Organization and Labor Relations, Personnel Business Methods, Labor, Law, and Legislative, Personnel Relations.....					10	221	10	221
TOTAL.....	214	28,134	2,478	162,268	956	49,060	3,648	239,462

TABLE 3

RELATIVE STANDING OF BUSINESS SUBJECTS ACCORDING TO TOTAL
ENROLLMENT IN CALIFORNIA PUBLIC SECONDARY SCHOOLS,
1945, 1948, AND 1951, BY SCHOOL LEVEL

Subjects	1945			1948			1951		
	No. of schools offering	Enrollment	Rank	No. of schools offering	Enrollment	Rank	No. of schools offering	Enrollment	Rank
A. JUNIOR HIGH SCHOOLS	(116 schools reporting)			(130 schools reporting)			(151 schools reporting)		
Typing.....	80	15,384	1	87	16,239	1	106	20,307	1
Junior Business Training.....	53	5,112	2	69	5,043	2	69	6,063	2
Business Mathematics.....	21	3,998	3	6	453	3	7	597	4
Office Practice.....	12	260	4	10	374	4	23	685	3
Penmanship.....	3	251	5	4	358	5			
Bookkeeping, Recordkeeping.....	5	216	6	7	171	6	5	324	5
B. SENIOR AND FOUR-YEAR HIGH SCHOOLS²	(402 schools reporting)			(366 schools reporting)			(431 schools reporting)		
Typing.....	37	4,579	1	44	6,103	1	56	10,608	1
Shorthand.....	38	2,092	2	42	3,164	4	54	5,672	3
Accounting, Bookkeeping.....	39	1,374	3	45	5,909	2	56	6,382	2
Business English and Correspondence.....	31	876	4	35	2,468	6	56	3,317	4
Machine Calculation.....	26	860	5	29	1,639	7	45	2,587	5
Business Mathematics.....	16	710	6	33	2,992	5	46	2,313	6
Transcription.....	15	378	7				27	719	16
Office Practice.....	18	297	8	25	734	11	33	1,201	9
Business Law.....	12	261	9	42	3,314	3	51	2,233	7
Salesmanship.....	4	214	10	25	1,130	8	39	1,431	8
Secretarial Practice.....	16	203	11	20	240	14	37	750	15
Filing.....	15	199	12	19	498	13	31	809	12
Business Economics.....	7	170	13	17	1,093	9	19	863	11
Business Orientation.....	3	169	14						
Principles of Business.....	3	157	15	9	763	10	17	786	13
Economic Geography.....	9	157	15	23	1,093	9	17	775	14
Advertising.....				21	714	12	23	682	16
Retailing.....							21	987	10
C. JUNIOR COLLEGES³	(39 schools reporting)			(45 schools reporting)			(56 schools reporting)		
Typing.....	338	51,602	1	359	59,236	1	409	73,855	1
Bookkeeping and Recordkeeping.....	314	14,854	2	320	18,519	2	403	21,717	2
Shorthand.....	296	13,385	3	319	13,809	3	358	16,415	3
Junior Business Training.....	133	8,792	4	160	10,293	4	138	8,856	4
Business English and Correspondence.....	126	5,540	5	117	6,403	5	134	6,259	6
Office Practice and Clerical Practice.....	228	4,971	6	245	6,338	6	273	7,492	5
Business Mathematics.....	80	4,895	7	97	5,668	7	81	4,987	7
Transcription.....	94	2,156	8				94	2,424	11
Machine Calculation (Office Machines).....	39	1,912	9	36	1,608	11	71	3,163	9
Secretarial Practice.....	83	1,901	10	40	761	14	73	1,384	12
Economic Geography.....	30	1,684	11	33	1,803	10	23	1,048	13
Salesmanship and Merchandising.....	47	1,584	12	72	3,144	8	90	3,340	8
Business Law.....	49	1,506	13	68	2,480	9	87	2,558	10
Filing.....	47	1,123	14				26	982	15
Principles of Business.....				23	1,004	13	15	841	16
Consumer Economics.....				25	1,119	12	28	1,029	14

² Subjects included are those in which enrollments totaled approximately 1,000 or more.

³ Subjects included in 1948 and 1951 are those with enrollments approximately 500 and over. In 1945, the fifteen subjects with highest enrollments are shown.

1952 CALIFORNIA CONSERVATION WEEK

EDWARD F. DOLDER, *Chief of Conservation Education, California Department of Natural Resources*

The elimination of wasteful practices in our daily life will be the theme of California's eighteenth annual Conservation Week, March 7-14, 1952. Director of Natural Resources Warren T. Hannum, general chairman for the annual week, in announcing this theme made the following statement:

People today, in spite of the high cost of living, still are prone to waste food and other essential materials of our daily life. Improper care of materials and equipment in our homes and at work causes an increased demand for additional materials that must be drawn basically from the soil and water and the things that grow upon the land, or materials found beneath its surface. The perilous international situation which is causing us to make heavy demands upon our natural resources as we gird for defense and aid the free nations of the world to do likewise, coupled with the continuing tremendous increase of population in California, make it necessary that all Californians, young and old and in all walks of life, do their part to avoid being wasteful.

Conservation Week is sponsored by the California Conservation Council. The president of the Council this year is Aubrey Drury, Secretary of the Save-the-Redwoods League of San Francisco. Vice presidents are Director Hannum, Pearl Chase of Santa Barbara, Arthur E. Connick of San Francisco, and Mrs. Norman B. Livermore of Ross.

State and federal agencies concerned with various aspects of the use and protection of natural resources will co-operate during the week to provide speakers and materials on conservation for meetings planned by civic, fraternal, educational, and other organizations through the state. Complete program guides for the week, with suggestions on how organizations may participate in the activities, are available upon request to the California Conservation Council, 912 Santa Barbara Street, Santa Barbara, California.

Each day of the 8-day observance has a special theme: *Friday, March 7*, California Conservation, Bird, and Arbor Day; *Saturday, March 8*, Outdoor Good Manners Everywhere; *Sunday, March 9*, Enjoying Recreation in the Outdoors; *Monday, March 10*, Forest, Farm, and Field—Protect from Fire, Promote Wise Use; *Tuesday, March 11*, Parks, Wildlife, and Nature Flora; *Wednesday, March 12*, Good Land Use; *Thursday, March 13*, Nonrenewable Resources—Minerals, Gas, and Oil; *Friday, March 14*, Wise Use of Water Resources.

State government agencies which will participate in the observance are the Department of Natural Resources, which includes the divisions

of Forestry, Beaches and Parks, Mines, Oil and Gas, and the Soil Conservation Commission; the Department of Fish and Game; the Division of Water Resources; the Department of Agriculture; and the Water Pollution Control Board. Public schools will observe various phases of the week with special programs.

Federal agencies include the Forest Service and the Soil Conservation Service of the U. S. Department of Agriculture; the Bureau of Reclamation, the National Parks Service, and the Fish and Wildlife Service of the U. S. Department of the Interior; and the U. S. Army Engineers.

Private organizations which will participate include the Save-the-Redwoods League; Sierra Club; Izaak Walton League of America; California Federation of Women's Clubs; National Audubon Society; California Federation of Garden Clubs; and a number of sportsmen's associations.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

NEW STAFF APPOINTMENTS

CLIFFORD M. O'CONNELL has been appointed as Readjustment Education Technician, with headquarters in Sacramento, to assist with the program for the education of veterans carried on in the Bureau of Readjustment Education. Mr. O'Connell received his bachelor's degree from St. Mary's College, and has done graduate work at the University of California and Sacramento State College. During the recent war, he served as an ensign in the United States Navy, and since that time he has been teaching in the public schools of California, coming to the Department of Education from Grant Union High School, Del Paso Heights, California.

PATRICIA HILL of Visalia, Tulare County, has been appointed as Consultant in School Health Education, Bureau of Physical Education, Health Education and Recreation, with headquarters in Sacramento, effective January 15, 1952.

Miss Hill is a graduate of Pomona College, Claremont, California; she completed her requirements for a general secondary teaching credential with a major in health education at Fresno State College, and received the master's degree in public health with a major in health education at the University of California.

During the past 18 months, she has served as Director of Health Education, Tulare County Health Department. She began her professional career as teacher in the public schools of southern California, has served as health educator for the Santa Clara County Tuberculosis Association and as a health educator working on a special health education program in the San Joaquin Valley under Governor Warren's program for agricultural workers.

Two new members have been appointed to the staff of the School Lunch Program. MRS. NELL LOUISE COX was appointed as School Lunch Nutritionist to serve the counties of San Diego, Imperial, and Orange, effective December 19, 1951. Her headquarters will be in San Diego. Mrs.

Cox attended Riverside Library School, majoring in Library Science, following which she attended Milwaukee-Downer College and Santa Barbara State College, majoring in Home Economics. Prior to her appointment in the State Department of Education, Mrs. Cox served for a number of years as school lunch supervisor and teacher of Homemaking in the Ukiah Union High School District.

MRS. LETITIA F. AYERS was appointed on January 7 as School Lunch Nutritionist to assist the schools in Kern, Inyo, San Bernardino, and Riverside counties. She will make her headquarters at Riverside. Mrs. Ayers received the bachelor of science degree in home economics at the University of Illinois, and the master of science degree in institution economics at the University of Chicago. Her experience includes service as teacher of elementary grades, school lunch manager, college dietitian, and hospital dietitian.

BUREAU OF SPECIAL EDUCATION

F. W. DOYLE, *Chief*

MEETINGS ON EDUCATION OF EXCEPTIONAL CHILDREN, MARCH, 1952

Two important meetings on the education of exceptional children are included in the program of the regional meeting of the American Association of School Administrators to be held in Los Angeles, March 8-12, 1952. The first of these meetings, under sponsorship of the International Council for Exceptional Children, will be held on Sunday afternoon, March 9. The second, cosponsored by the International Council and the American Association of School Administrators, will be held on Wednesday morning, March 12. Details of the two programs are as follows:

SUNDAY, MARCH 9, 1952, 1:00-2:30 P.M.
Conference Room 2, Biltmore Hotel

PARENTS, COMMUNITY, AND SCHOOL PLAN SERVICES FOR EXCEPTIONAL CHILDREN

Presiding: F. W. DOYLE, Chief, Bureau of Special Education, California State Department of Education; and Western Regional Director, International Council for Exceptional Children

"What Parents of Exceptional Children Expect of the School and the Community"

MRS. W. B. PHILLIPS, Exceptional Child Chairman, California Congress of Parents and Teachers

"How the School and the Community Can Help Exceptional Children"

BYRON THOMPSON, District Superintendent of Schools, El Monte

Discussion

RAYMOND E. POLLICH, Assistant Superintendent, Los Angeles City Schools

JACK ROBINSON, District Superintendent of Schools, Paramount

WALTER SNYDER, Assistant Superintendent, Oregon State Department of Education

VERN HUCK, Member of California Elks Association Major Project Committee, Los Angeles

MRS. ARTHUR WRIGHT, Exceptional Child Chairman, Tenth District, California Congress of Parents and Teachers

WEDNESDAY, MARCH 12, 1952, 9:30 A.M.

Room 206, Bovard Administration Building, University of Southern California

EDUCATION OF EXCEPTIONAL CHILDREN

Chairman: DOUGLAS A. NEWCOMB, Superintendent of Schools, Long Beach

"The Mentally Retarded and the Emotionally Disturbed"

LEO CAIN, Dean of Educational Services, San Francisco State College

"The Gifted Child"

MILTON HAHN, Professor of Psychology, University of California at Los Angeles

Interrogators

F. W. DOYLE, Chief, Bureau of Special Education, California State Department of Education

NORMAL C. HAYHURST, Superintendent of Schools, Glendale

PHILIP J. HICKEY, Superintendent of Instruction, St. Louis, Missouri

HELEN KENNEDY, Associate Professor, Los Angeles State College

W. VIRGIL SMITH, Assistant Superintendent of Schools, Seattle, Washington

At 2:30 p.m. on Sunday, March 9, members of the American Association of School Administrators will be guests at a tea and exhibit of some of California's facilities for exceptional children in Conference Room 8 of the Biltmore Hotel. This activity is being sponsored by the California Elks Association and the California State Chapter of the International Council for Exceptional Children, assisted by the Los Angeles County, the Los Angeles City, and the Long Beach chapters of the Council and by the Bureau of Special Education.

All persons interested in special education are cordially invited to attend the meetings.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

NEW PUBLICATIONS

Directory of Administrative and Supervisory Personnel of California Public Schools, 1951-52. Bulletin of the California State Department of Education, Volume XX, No. 10, November, 1951. Prepared by the Bureau of Education Research. Sacramento 14: California State Department of Education, 1951. Pp. viii + 186.

This directory for 1951-52 has been compiled according to the plan devised by the Bureau of Education Research in 1949. It contains the names and positions of superintendents of schools and their full-time administrative and supervisory staff members in the 58 counties of California and its more than 2,000 school districts. Names of districts are printed in larger type than in previous editions. If the personal address of a school administrator appears for any reason under a district heading, an attempt has been made to identify it as such and to include the full official district address as well. The elementary and secondary schools in each district are listed, with the name of the principal in charge of each school. Lists are given of the members of the State Board of Education and the professional staff members of the State Department of Education. Alphabetical indexes are provided for personal and district names.

Copies of the directory are being distributed to school administrators throughout the state. Single copies are priced at 75 cents. Sales tax must be added to California orders.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINIONS

Effect of 1951 Amendment of Education Code Section 6358 on Period of Previously Effected Increases in Maximum Statutory School District Tax Rates

An increase in the statutory maximum tax rate of a school district effected by an election under Education Code Section 6358 as that section read prior to its amendment by Chapter 1647, Statutes of 1951, remains effective only for the period specified on the ballot for the election. The cited amendment of Section 6358 cannot be construed to have extended such period. (AGO 51-207; 18 Ops. Cal. Atty. Gen. 229.)

Employment of Aliens by the State, Counties, Cities, Districts, and Other Political Subdivisions

Labor Code Section 1944.1 (Statutes 1943, Chapter 706; amended by Statutes 1945, Chapter 491) permitting the employment by the State, counties, cities, school districts, and political subdivisions of aliens who are nationals of nations allied with the United States "in the present war," or of nations with whom the United States is at peace, until the "ninety-first day after final adjournment of the Fifty-seventh Regular Session of the Legislature or until the cessation of hostilities of all wars in which the United States is now engaged, whichever first occurs" terminated at noon December 31, 1946, the date proclaimed by the President of the United States (Executive Order No. 2714) as marking the cessation of hostilities in all wars in which the United States was engaged on September 15, 1945. (AGO 51-231; 18 Ops. Cal. Atty. Gen. 261.)

APPELLATE COURT DECISION

Maintenance of Actions Against School Districts And Their Employees for Injuries to Pupils

Where, in an action in damages brought against (1) a school district and (2) the principal and athletic director of a school of the district for

injuries suffered by the pupil in a game of touch football at school during a noon recess, it appeared that no claim had been filed with the school district until 128 days after the accident, instead of within 90 days of the accident as required by Education Code Section 1007, no action against the district could be maintained, and because no claim had been filed with the principal and athletic director as required by Government Code Section 1981, no action could be maintained against them.

The defendant school district was not estopped from invoking Education Code Section 1007 because a representative of the insurance company insuring the district advised the plaintiff to delay consulting an attorney until the insurance company had determined whether it would settle with plaintiff, since the plaintiff disregarded the advice and did consult an attorney before the expiration of the 90-day period within which a claim could have been filed, or by the conduct of the defendant school principal who had advised the plaintiff, in response to an inquiry by him, that the district was insured and that the accident had been reported to the insurance company. There was no duty on the part of any of the defendants to counsel and advise plaintiff that the law required the filing of a claim. (*Pirkle, etc., v. Oakdale Union Grammar School District et al.*, 107 A. C. A. 859.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by MARGARET RAUCH, *Administrative Assistant*

STAFF CHANGES

During the last several months, there have been several changes in staff assignments of members of the State Department of Education.

MRS. AGNES FRYE, formerly Field Representative in Speech Correction, now holds the position of Consultant in Speech Correction.

PETER J. TASHNOVIAN, formerly Education Research Technician, is now a Consultant in Education Research. His assignment will be in the area of administration research and public school finance.

Effective August 1, 1951, CAROLYN BROWN was appointed Research Consultant for the Commission of Vocational Education. Miss Brown was transferred to Sacramento from Oakland where she had similar responsibilities in the Bureau of Trade and Industrial Education.

SAMUEL W. PATTERSON, formerly Chief Surplus Property Officer, was appointed last spring to the position of Assistant Division Chief, Special Schools and Services.

WILLIAM FARRELL, formerly Senior Surplus Property Officer, was appointed to the position vacated by Mr. Patterson, as Chief Surplus Property Officer.

WALTER A. JOHNSON, Senior Surplus Property Officer, who formerly was in charge of the Los Angeles district of the Surplus Property Agency, was transferred to Sacramento, to replace Mr. Farrell.

CHESTER R. CLEVELAND was promoted from Assistant Surplus Property Officer to Senior Surplus Property Officer, in charge of the Los Angeles district of the Surplus Property Agency.

VIOLET BRUGHELLI, formerly School Lunch Nutritionist, was promoted to Supervising School Lunch Nutritionist, with headquarters in Sacramento.

MARION B. SLOSS, who has been serving as Field Representative in the Field Records Unit, has been promoted to Supervising Field Representative in charge of Field Service, General School Administration.

MORGAN VAIL, Assistant District Supervisor, Bureau of Vocational Rehabilitation, in San Francisco, was promoted to the position of District Supervisor, Bureau of Vocational Rehabilitation, in charge of the Long Beach District, replacing Andrew Marrin, now at Sacramento as Assistant Bureau Chief.

A reorganization within the vocational education service has resulted in the designation of a staff member in each Bureau as Assistant State Supervisor to serve as administrative assistant to the Bureau Chief. This adjustment was made necessary because of the increasing complexity of operations of each of the bureaus and the need for assistance in the over-all administration of the respective programs.

Staff members designated as assistant state supervisors for their bureaus are as follows:

E. W. EVERETT, Bureau of Agricultural Education
RULON VAN WAGENEN, Bureau of Business Education

KATHLEEN MCGILLICUDDY, Bureau of Homemaking Education
WILLIAM MCCREARY, Bureau of Occupational Information and Guidance
ERNEST KRAMER, Bureau of Trade and Industrial Education

AID TO NEEDY CHILDREN PROJECT OF BUREAU OF VOCATIONAL REHABILITATION

Chapter 726, Statutes of 1951, provides that

Any child who is otherwise qualified to receive aid under this chapter shall be disqualified from receiving such aid for so long as the parent or stepparent of the child refuses to accept reasonable employment or vocational rehabilitative training.

It further requires each county to refer to the Bureau of Vocational Rehabilitation each parent or stepparent of a needy child to determine the feasibility of rehabilitation of such person.

The staff of the Bureau, because of a reduction in the professional personnel by reason of a cut in Federal aid, is inadequate to accept referrals to the extent implied in the Act.

The Bureau has established a project, however, in collaboration with the Department of Social Welfare and the State Employment Service, to explore the extent of the problem and to demonstrate what may be done in the way of rehabilitation of the group indicated. Four rehabilitation officers and one supervisor have been assigned to work full time on selected groups of cases in San Francisco, Oakland, Sacramento, and Los Angeles. On the basis of the findings of the project, plans can be made to provide full coverage on a state-wide basis, assuming that sufficient personnel may be made available.

EDUCATION ON PROBLEMS OF THE AGING

As a result of the Governor's Conference on Problems of the Aging, inquiries have come from leaders in education, welfare agencies, church groups and other agencies requesting assistance from the Bureau in developing local education programs for senior citizens. To meet this demand a study is being made of successful programs, with a view to developing outlines for study courses in this field.

FOR THE HARD OF HEARING

Programs in education for hard-of-hearing children continue to increase services to children in both metropolitan and rural areas. Since 1948, reorganization of county and district programs has led to improvement in case-finding procedures and consequent expansion of special instruction classes.

Mobile units of drivable or trailer type which have been put into use since 1948 by county and district superintendents of schools have proved a simple and practical solution to the problem of testing hearing. By providing the space and the necessary silence needed to secure valid tests,

these units have enabled school audiometrists to complete testing schedules with a minimum of interruption and delay. County superintendents of schools are now providing such units in Kern, Merced, and San Luis Obispo counties. A mobile unit serves Modesto Public Schools. Another is being constructed in the Wiseburn Elementary School District of Los Angeles County, and plans are in progress for a similar unit in Ventura County.

The educational needs of children with hearing loss differ widely, depending upon the amount and type of hearing impairment present and the age of the child at the time the loss was sustained. Some aurally handicapped children need the development of a special skill, such as lip reading, and correction of certain defects of speech that result from imperfect hearing. Instruction of this sort should be offered in remedial classes where children can receive special instruction at stated periods but spend the major portion of their time in the regular classroom.

Other children, whose hearing impairment occurred at an early age and is more severe, have more complicated educational problems. Their limited language development not only prevents adequate use of communication in the classroom but retards their mastery of subject matter. Appropriate educational opportunities for these children are best provided by the organization of special day classes where, under adequately trained teachers using special techniques, the development of special skills can be combined with the mastery of classroom subject matter.

District and county superintendents are attempting to meet the educational needs of both groups of children by offering instruction in remedial or day classes. In some instances when the need is great, both types of classes have been organized. In addition to audiometer testing service in which all county superintendents of schools are participating, there are now eighteen counties where the superintendent's office has initiated special instruction programs for hard-of-hearing children in the schools: Alameda, Amador, Contra Costa, El Dorado, Fresno, Imperial, Kern, Lassen, Merced, Marin, Sacramento, San Benito, San Mateo, Santa Clara, Stanislaus, Sutter, Tulare, and Yuba.

Reports tabulated in 1946 indicated that few districts outside the larger metropolitan areas had attempted special instruction for hard-of-hearing children. At that time 2,094 children were enrolled for special work. Reports as of April, 1951, indicate that 4,236 children were receiving special instruction because of hearing difficulties—an increase of better than 100 per cent.

The following school districts, listed under county of location, are known to be providing instruction for hard-of-hearing children, although enrollment figures are incomplete at this time:

Alameda County: Alameda city unified, Berkeley city unified, Hayward elementary, Oakland city elementary and high, San Leandro elementary

Contra Costa County: Richmond city elementary

Fresno County: Fresno city unified

Humboldt County: Eureka city elementary

Kern County: Bakersfield city elementary

Los Angeles County: Centinela Valley union high, Compton city elementary, Garvey elementary, Glendale unified, Lawndale elementary, Long Beach unified, Los Angeles city elementary and high, Montebello unified, Norwalk elementary, Pasadena city elementary, Pomona city elementary, San Marino city elementary, Santa Monica city elementary, Wiseburn elementary

Marin County: San Anselmo elementary, San Rafael city elementary

Merced County: Dos Palos elementary, Merced city elementary

Monterey County: Monterey city elementary, Pacific Grove unified

Orange County: Santa Ana city elementary

Sacramento County: Arden-Carmichael elementary, Del Paso Heights elementary, Fruit Ridge elementary, Pacific elementary, Sacramento city unified, South Sacramento elementary

San Bernardino County: San Bernardino city elementary

San Diego County: Chula Vista city elementary, San Diego city unified

San Francisco County: San Francisco city unified

San Joaquin County: Stockton city unified

San Mateo County: Burlingame elementary

Santa Barbara County: Santa Barbara city elementary

Santa Clara County: Almaden union elementary, Alum Rock union elementary, Luther Burbank elementary, Cambrian elementary, Moreland elementary, Palo Alto city unified, San Jose city unified, Saratoga elementary, Sunnyvale elementary

Santa Cruz County: Santa Cruz city elementary, Watsonville city elementary

Solano County: Vallejo city unified

Sonoma County: Santa Rosa city elementary

Stanislaus County: Ceres elementary, Modesto city elementary

Tulare County: Dinuba elementary, Orosi union elementary, Visalia city elementary

Ventura County: Nordhoff union elementary, San Buenaventura city elementary, Santa Paula elementary

ROTC PROGRAMS IN THE STATE COLLEGES

Reserve Officers Training Corps programs are in operation in Fresno State College, San Diego State College, San Francisco State College, and San Jose State College. The programs at Fresno and San Jose were inaugurated in 1948. Fresno, operating an Air Force unit, enrolled 72 students in the fall of 1948, with a staff of three officers and three airmen. San Jose, with an Air Force unit and a Military Police unit, is the only college having two units.

Enrollments and staff for the fall of 1951 are as follows:

	<i>Students</i>	<i>Staff</i>	
		<i>Officers</i>	<i>Airmen</i>
Fresno	476	6	5
San Diego	418	7	6
San Francisco	205	6	6
San Jose	572	10	10
Military Police		(184)	
Air Force		(388)	
Totals	1,671	29	27

The colleges at San Francisco and San Diego have been granted three options in which AROTC students may choose their major: General Technical, Flight Operations, and Administration and Logistics. San Jose has already offered the Administration and Logistics option, and this year added the new course in Flight Operations.

In addition to their military and drill programs, students enroll for the full General Education major and minor programs of the college. They engage in all regular college activities. In addition, they have formed marching bands, rifle teams, and have sponsored other campus events.

California State Polytechnic College is making application for establishment of a senior unit AF ROTC. The application has been approved by Superintendent Roy E. Simpson and forwarded to the Air Force base at Hamilton Field, California, for action.

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular quarterly meeting held at San Francisco, January 4 and 5, 1952.

Appointment of Associate Superintendent of Public Instruction

On nomination by Superintendent of Public Instruction Roy E. Simpson, the Board reappointed Aubrey A. Douglass as Associate Superintendent of Public Instruction to serve a four-year term ending March 1, 1956.

Approval of Appointments of Members of Advisory Board of Los Angeles State College of Applied Arts and Sciences

In accordance with the provisions of Section 3, Chapter 86, Statutes of 1949, the Board approved the appointment by Director of Education Roy E. Simpson of three members of the seven-member Advisory Board of Los Angeles State College of Applied Arts and Sciences. (These appointments had also been approved by the Los Angeles City Board of Education on December 17, 1951.) The persons appointed, with terms as indicated, were as follows:

MRS. EDITH K. STAFFORD, to fill the vacancy created by resignation of Mrs. Gertrude Rounsaville, with term expiring September 30, 1955

HIRAM W. KINGSLEY, to fill vacancy created by resignation of Lawrence L. Larabee, with term expiring September 30, 1953

E. M. STUART, reappointed for the four-year term beginning October 1, 1951

Approval of Petition for Election to Form a High School District

In accordance with Education Code Sections 3591-3592, the Board approved a petition for permission to hold an election in the San Leandro Elementary School District to establish a new high school district, to be composed of the territory in the San Leandro Elementary School District, now a part of Oakland City High School District.

Approval of Proposed Reorganization of Elementary School District

In accordance with the recommendation of the San Luis Obispo County Committee on School District Reorganization, the Board approved the proposal for annexation of the Laguna Elementary School District to the San Luis Obispo City Elementary School District under provision of Education Code Section 2481, effective as of July 1, 1952.

Call for Bids for Reading Textbooks

On recommendation of the State Curriculum Commission, the Board authorized a call for bids for basic and supplementary textbooks in reading

for grades 1 to 5, inclusive, for an adoption period of not less than six years nor more than eight years beginning July 1, 1954.

Revocation of Credentials

Under authority of the Education Code Sections indicated, the Board revoked all credentials, life diplomas, and documents theretofore issued to the following persons, effective on dates shown:

Section 12752:	Harlan Bain Christensen	January 4, 1952
	Duncan Harnois	January 4, 1952
	Herman Wils Foster	December 11, 1951
Section 12754:	Edwin Gage Beely	July 26, 1951
	Ida Moss Crosby	January 2, 1952
	Edward Davis	December 27, 1951
	Frederic Watson Lucas	November 1, 1951
	Edward Stewart Moffat	July 21, 1951
Section 12755:	Albert David Otto	January 4, 1952

Changes in Rules and Regulations

NOTE: The changes made in Title 5 of the California Administrative Code by action of the State Board of Education at this meeting will be published by the Office of Administrative Procedure as a part of Register 27, No. 1, dated January 12, 1952. Reprints from that Register will be provided in looseleaf form by the State Department of Education for distribution to superintendents of schools, state college administrators, and others whose duties require reference to this Code. The text of amended sections relating to state college employees is not included here.

Health Certificates Required of Credential Applicants. The Board amended Section 202(b) of Title 5, California Administrative Code, relating to health certificates required of applicants for credentials, to read as follows (effective February 6, 1952):

292(b) A health certificate on the form prescribed by the State Board of Education, except for the renewal of the adult education credential for short unit courses.

Requirements for Admission to State Colleges. The Board amended Section 925 and added Section 934.3 (as Article 5, Group 3, Subchapter 4, Chapter 1) of Title 5, California Administrative Code, relating to admission requirements for state college students, to read as follows (effective February 6, 1952):

925. High School Graduates. For admission to a state college, a high school graduate, or other applicant who is judged by the appropriate college authorities to possess equivalent preparation, must, as a minimum, have completed the equivalent of fifty semester periods (five Carnegie units) of course work with grades of A or B on a five-point scale during the last three years in high school or must attain the twentieth percentile on the national norm of a standard college aptitude test. An applicant who fails to meet these standards may be admitted, if in the judgment of the appropriate college authorities, he gives promise of being able to succeed in college.

Article 5. Physical Examinations

934.3. Required Physical Examinations. Except as hereinafter provided, each regular student shall as a condition to matriculation or continued attendance in a

state college submit to the health and physical examination required of such students. If the parent or guardian of a minor student, or a student who has reached his twenty-first birthday, submits in writing a statement that such examination is contrary to the religious beliefs of such student, he shall be exempt from such physical examination other than that required by the college of students taking courses in practice teaching. Whenever there is good reason to believe that any student is suffering from a contagious or infectious disease, he shall not be permitted to attend in the college.

Appointment of State College Employees. The Board amended Section 955 of Title 5 of the California Administrative Code, relating to the appointment of state college employees, effective February 6, 1952.

Compensation of State College Employees. The Board amended Article 3 of Group 6, Subchapter 4, Chapter 1 of Title 5, California Administrative Code, consisting of Sections 961 to 964.3, inclusive, relating to the compensation of state college employees, effective February 6, 1952.

REGULATIONS BY DIRECTOR OF EDUCATION

NOTE: The full text of sections of Title 5, California Administrative Code, as amended by the Superintendent of Public Instruction acting in his capacity of Director of Education and filed with the Secretary of State on January 7, 1952, will be published by the Office of Administrative Procedure in Register 27, No. 1, dated January 12, 1952. Loose-leaf reprints from that Register will be provided by the State Department of Education for distribution to superintendents of schools, state college administrators, and others whose duties require reference to Title 5.

Refund of Fees to State College Students. The Director of Education amended Section 950 of Title 5, California Administrative Code, relating to the refund of fees to state college students, effective February 6, 1952.

Vacations of State College Employees. The Director of Education amended Article 4 of Group 6, Subchapter 4, Chapter 1 of Title 5, California Administrative Code, consisting of Sections 966 to 971, inclusive, which were renumbered as Sections 965 to 969, effective February 6, 1952.

Leaves of Absence for State College Faculty Members. The Director of Education amended Section 972 of Title 5 of the California Administrative Code, relating to the granting of leaves of absence to state college faculty members, effective February 6, 1952.

REGULATIONS BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Standards for Child Care Centers. The Superintendent of Public Instruction, acting under the authority of Education Code Sections 19601-19620, repealed Article 16 of Subchapter 1 of Chapter 1, consisting of Sections 137 to 150, of Title 5, California Administrative Code; and added Article 16 to Subchapter 1 of Chapter 1, consisting of Sections 137

to 149, of Title 5, relating to standards for child care centers. The new sections were adopted as emergency measures, effective January 12, 1952.

NOTE: Full text of the new sections of Title 5, California Administrative Code, resulting from declarations by the Superintendent of Public Instruction, will be published by the Office of Administrative Procedure in Register 27, No. 1, California Administrative Code, dated January 12, 1952. Loose-leaf reprints from the Register will be provided by the State Department of Education for distribution to school administrators and others whose duties require reference to Title 5.

CALENDAR OF EDUCATIONAL EVENTS

A master calendar of educational meetings and events is maintained in the office of the Superintendent of Public Instruction. The principal list of the events is published annually in the September issue of *California Schools* and additional items or corrections are printed from time to time as notifications are received. The following events have not previously appeared on this year's calendar:

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1951-52

<i>Date</i>	<i>Meeting</i>	<i>Place</i>
February 19-22, 1952	Fourth Annual California Recreation Conference	Hotel Californian, Fresno
March 7-8, 1952	American Hearing Society, Pacific Zone, State Meeting, cosponsored by the State Department of Education, the College of the Pacific, and the California Association of Aural Education. Theme: "Education of the Hard-of-Hearing Child"	College of the Pacific, Stockton
March 28-29, 1952	California Educational Research Association, Northern Section, 29th Annual Conference	San Francisco State College
April 19, 1952	Southern California Junior College Association, Annual Spring Meeting	Riverside Junior College

FELLOWSHIPS AND LOANS IN THE FIELD OF SPECIAL EDUCATION

March 1, 1952, is the deadline for presenting applications to the California Congress of Parents and Teachers, Inc., for aid in training during 1952-53 for work in the field of special education.

Ten graduate fellowships of \$750 each are offered for study at any accredited institution in California giving courses in the education of the physically handicapped, cerebral palsied, deaf, hard of hearing, blind, partially sighted, speech defective, or mentally retarded. Applicants must have prerequisites enough to be able to obtain the special credential at the conclusion of fellowship study, and will be required to teach in the field of the training for two years in the public schools of California immediately following the year of study.

Summer session loans of \$100 each are available for ten teachers wishing to study the teaching of the deaf and the hard of hearing in the summer of 1952 at any accredited institution in California giving such special courses. The loan shall be secured by a note and is repayable by April 1, 1953.

Applications should reach the office of the California Congress of Parents and Teachers, Inc., at Suite 300, 322 West 21st St., Los Angeles 7, on or before March 1, 1952.

THE DISABLED VETERAN—A STUDY UNIT

The Disabled American Veterans, Inc., of Cincinnati, Ohio, has recently prepared a 24-page unit of study for high school civics classes entitled "The Disabled Veteran." The purpose of this unit is stated on page 1 as being "not only to impart information about the disabled veteran and his problems, but to develop in the pupils—our future citizens—an understanding of the continuing obligation of society to the handicapped veteran."

Copies of the unit may be secured without charge upon request addressed to Disabled American Veterans, National Publicity Department, Room 2801, 11 South La Salle Street, Chicago 3, Illinois.

BROTHERHOOD WEEK, 1952

Brotherhood Week will be observed this year from February 17 to 24, inclusive. This annual observance is sponsored by the National Conference of Christians and Jews, which has offices in 56 cities in the United States and is affiliated with the Canadian Council of Christians and Jews and with World Brotherhood in Geneva. Intergroup relationships are stressed in the belief that "good human relations make for good community life" and that benefits in unity and progress will result from the "increase of human understanding, the elimination of ignorance and prejudice, the relief from personal distress, and improved standards of living." Kits of program suggestions for the week are available to educational, religious, civic, and labor-management organizations upon request to either California office of the National Conference of Christians and Jews: 815 Central Tower, San Francisco 3; or 636 South Serrano Avenue, Los Angeles 5.

INSTITUTE OF INTERNATIONAL EDUCATION

The Institute of International Education has recently opened an office on the west coast. Other offices are located in New York, Chicago, Washington, Atlanta, Houston, and Paris. IIE, a private institution, organized thirty-two years ago, is under the direction of Kenneth Holland. Its purposes are to provide information regarding the program of exchange of persons to bring leaders, specialists, and students to the United States for

observation and study, and to help Americans go abroad for the same reasons.

Selection committees and representatives of the Institute of International Education in over 60 countries announce scholarships and screen applicants. Representatives of the organization in this country plan programs for the recipients of scholarships, receive them in this country, offer counsel, and solicit reports of progress during the year.

In recent years, IIE has expanded its efforts to help Americans go abroad through publicizing and administering United States Government and foreign government scholarships, and by the administration of various private scholarships.

Inquiries regarding the services of the Institute of International Education may be addressed to the new offices at 421 Powell Street, San Francisco.

RESEARCH CONFERENCE

The twenty-ninth Annual Conference of the California Educational Research Association, Northern Section, will be held at San Francisco State College. The conference will open with a general meeting on the evening of Friday, March 28, and continue with morning and afternoon sessions on Saturday, March 29, 1952. The program has been planned to interest teachers and administrators as well as research workers. M. H. Elliott, Director of Research, Oakland Public Schools, 1025 Second Avenue, Oakland 6, is program chairman.

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